RANDOLPH
County School System

Franklinville Elementary School

School Improvement Plan

2023-2024

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 2024, Franklinville School will increase overall math composite performance from 48.2% to 60%. (A1.05, A2.04, A3.06, A4.01, B3.03, D1.02)

By June 2025, as measured by EVAAS growth index, Franklinville School students with disabilities will increase their growth from -3.29 to -2.00. (A 3.06, A 1.05, A2.20, C 2.01, D1.02)

By June 2024, FAM-S scores in Building Capacity will improve from 45% to 60%. (A4.01, A4.06, A4.16,C2.01)

! = Past Due Objectives	KEY = Key Indicator				
Core Function:	**Dimension A - Instructional Excellence and Alignment**				
Effective Practice:	**High expectations for all staff and students**				
A1.04	**ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)**	**Implementation Status**		**Assigned To**	**Target Date**

Initial Assessment:	As of September 2019, grade level teams meet regularly in PLC's to follow the PLC cycle of pre-assessment, instruction, post-assessment and intervention. In 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. In 2019, pre-assessments were used more often to gauge what skills students should know and be able to do. This data was used to make instructional decisions about the upcoming unit. Post test data is being used to analyze student mastery and inform instruction in terms of remediation and enrichment. Universal screeners take place in math and reading via HMH, Istation, and Fountas and Pinnell reading assessments.	Limited Development 09/19/2020		
How it will look when fully met:	We will employ the use of all data systems in decision-making by utilizing results to evaluate the effectiveness of our instructional systems and to guide a range of decisions to help improve. We will use a variety of data to make data-based decision making, such as screening students for placement, using progress monitoring and formative assessments to determine curricular changes. We will interpret annual performance data to identify areas of weakness for future focus. At-risk students will be selected to receive research-based interventions. We will use progress monitoring data to gauge the students' progress (or response to an intervention) towards critical academic outcomes. Formative assessments will be collected in classrooms to give teachers feedback about students' understanding of the material presented and what minor adjustments to their instruction may be needed to improve students' understanding.		**Christy Moon**	**06/07/2024**
Actions		**1 of 3 (33%)**		
9/19/20	The principal will share a variety of ways to conduct formative assessments through info-graphics, articles, and modeling in PLC meetings.	Complete 10/12/2021	Debbie Sheron	06/08/2022
Notes:	Teachers will incorporate new ways of formative assessments techniques into instruction to help gauge student understanding and mastery.			
9/15/23	Create Common Formative Assessments that are focused on power standards. These CFA's will be created during Collaborative Team Time and results will be analyzed and lesson plans will be created to target deficits.		Elisabeth Bernhardt	06/09/2024

				Implementation Status	Assigned To	Target Date
		Notes:				
		9/15/23	Teachers will implement enhanced core instruction in math that is focused on deficits evidence by math data. Teachers in fourth and fifth grade will incorporate Bridges into enhanced core instruction.		Elisabeth Bernhardt	06/11/2024
		Notes:	Progress monitoring data will be used to determine effectiveness before determining which students need supplemental or intensive interventions.			
		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**
Initial Assessment:			Teachers individualize instruction based of assessment data. They will provide differentiated small group instruction to target students with disabilities and all students who are not proficient in math.	Limited Development 09/15/2023		
How it will look when fully met:			Students across all subgroups will meet growth indexes. Core instruction will be strengthened in reading and math to ensure students are receiving enhanced core to fill gaps in curriculum knowledge. Subgroup data will be monitored consistently to provide immediate feedback to teachers so that lesson plans can be created around best practices to improve student learning.		**Addie Snotherly**	**06/06/2025**
Actions				**0 of 3 (0%)**		
		9/15/23	Lead teacher and administrative team will provide professional development of instructional techniques and the positive effects of achievement (Hattie research).		Katie Henderson	06/09/2024
		Notes:				
		9/19/23	Subgroup data will be kept and analyzed for all grade levels and assessments and will be discussed in monthly SIT team meetings.		Katie Henderson	06/11/2024
		Notes:				
		9/15/23	The SIT team will use state and district assessments and progress monitoring to understand subgroup data to target instruction.		Katie Henderson	06/09/2025
		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**

Initial Assessment:	<u>September 2023-</u> A school bus token system was implemented to help decrease bus referrals. A schoolwide reward incentive was put into place for students who did not receive any office referrals for the year. Administration is going into classrooms to help incorporate token systems and coach classroom management systems or new teachers. The PBIS team is currently working on reinventing systems to help decrease behaviors across all settings at Franklinville Elementary. <u>September 2022-</u> The PBIS team created a major and minor behavior flow chart to be implemented schoolwide. A SOAR log (safe, ownership, attentive, respectful) behavior log was created to have individual students reflect on behaviors that did not align with the matrix. These logs are intended to track classroom behavior data. **<u>September 2nd, 2021</u>**-Franklinville currently has a PBIS team with a matrix and lesson plans to teach classroom and schoolwide rules and expectations. Data currently shows that this is an area that the school needs to work on to ensure that ALL teacher have clear classroom management procedures to reinforce the schoolwide expectations. The school would like to create ways to reinforce positive behaviors of students.	Limited Development 09/02/2021		
How it will look when fully met:	Teachers are using effective classroom management strategies resulting in minimal office referrals. Franklinville Elementary uses established schoolwide norms. Teachers refer to the PBIS matrix and visual behavior cues throughout the building to set and reinforce classroom behavior expectations. Teachers use classroom behavior logs to track and have students reflect when their behaviors do not align with the expectations. Teachers refer to the major and minor behavior flow chart to determine if office referrals are needed. Teachers are communicating with parents on positive and unwanted behaviors as seen on parent communication logs. Teachers also are intentional about having engaging classroom instruction to limit unwanted behaviors. Administrators track office referrals and provide teachers feedback about proactive responses to prevent undesired behaviors, including engagement strategies. Evidence of full implementation includes classroom behavior logs, PBIS matrix, visual behavior cue charts, major and minor flow chart, officer referral documentation, lesson plans, walkthrough folders, and parent communication logs.		**Katie Husband**	**06/12/2024**

Actions		**4 of 9 (44%)**		
9/26/23	Create and monitor google drive with lesson plans	Complete 08/18/2022	Katie Henderson	08/28/2022
Notes:	Split up grade levels for lesson plans among Mrs. Henderson, Mrs. Husband, and Mrs. Bernhardt.			
9/26/23	Share the major and minor behavior flow chart with all staff at opening meeting	Complete 08/18/2022	Beth McAllister	08/31/2022
Notes:				
9/26/23	Develop major and minor behavior flow chart through the assistance of all school staff	Complete 06/09/2022	Beth McAllister	10/30/2022
Notes:				
9/26/23	Create visual behavior cue cards and place them throughout the school environment.	Complete 09/04/2023	Katie Husband	09/05/2023
Notes:				
9/19/23	Deliver proactive behavior professional development including the correct process for using the SOAR log, parent communication, and referring to the major/minor behavior flow chart.		Katie Husband	10/30/2023
Notes:				
9/26/23	Create Parent Communication logs for teachers and staff to utilize		Katie Husband	10/31/2023
Notes:				
9/26/23	Monitor classroom SOAR logs		Hannah Lyndon	06/08/2024
Notes:	Check at the end of each month and document in spreadsheet provided by Mrs. Husband			
9/26/23	Administrators will monitor classroom engagement, the use of the major and minor flow chart, and the use of SOAR behavior reflection logs through weekly walkthroughs.		Katie Henderson	06/08/2024
Notes:				
9/19/23	PBIS Meetings will be held monthly to review behavior incentives and discuss students who need supplemental or intensive behavior interventions.		Taylor Needham	06/11/2024
Notes:				

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
Initial Assessment:			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 Stemscopes (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 Essential Standards. These units would be horizontally and vertically aligned.		Kimberly Plummer	06/08/2024
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
		Notes:				
		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
		Notes:				
		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
		Notes:				
		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	06/08/2025
		Notes:	Title I funds will be used to purchase decodable readers for teachers to use as they implement the science of reading through LETRS training. Phonics Kits for small group instruction will also be purchased to allow for letter/sound manipulation in a tactile way.			
Implementation:				04/26/2018		

Evidence	4/26/2018				
Experience	4/26/2018				
Sustainability	4/26/2018				

		A2.20	**All teachers use appropriate technological tools to enhance instruction.(5306)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			As of 2022, we currently have Cleartouch board in every room. We are working towards having a 1 to 1 ratio of Chromebooks to students. We use certain digital programs to personalized learning practices to improve a wide variety of educational outcomes including academic and social emotional learning. Other literacy sources, web tools, digital information sources are used on a daily basis to support the curriculum and standards. We use a variety of online assessments both formative and summative to monitor student learning outcomes.	Limited Development 09/17/2022		
			Priority Score: 3 Opportunity Score: 1 Index Score: 3			
How it will look when fully met:			When this objective is fully met, teachers and students will use technological tools to enhance instruction, monitor learning outcomes, and intervene.	**Objective Met 10/02/23**	**Ami Meadows**	**05/09/2025**
Actions						
		9/18/22	Teachers will implement the fluency strategies from the professional development "Research Based Strategies for Building Fluency" and the Flow Fluency digital program in order to address fluency deficits with our students in grade 2-5.	Complete 06/09/2023	Debbie Sheron	06/08/2023
		Notes:	Title I funds will be used to purchase Flow Fluency, Flocabulary, and Reading Eggs to enhance reading instruction. We will also purchase headphones with a built in microphone in order to use the recording function of the program.			
		9/23/22	Title I funds will be used to purchase Brainpop, Brainpop Jr, and Generation Genius to supplement K-5 science instruction. These programs impact student learning through explicit lessons, building prior knowledge, and hands-on learning.	Complete 06/09/2023	Sharon Bridgeman	06/09/2023
		Notes:	Title I funds will be used to purchase Chromebooks to aid in our effort to have a 1 to 1 ratio of students to Chromebooks. We will also			

	purchase a PC upgrade for Clear Touch boards to increase their functionality and longevity.		
Implementation:		10/02/2023	
Evidence	9/15/2023 We are 1:1 with student Chromebooks, all teachers have ClearTouch panels, keyboards, mice, and Vizio cameras. They all have necessary technology programs.		
Experience	9/15/2023 All programs are in place and being used to engage students in instruction.		
Sustainability	9/15/2023 We will continue to purchase necessary programs for instruction.		

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
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**
Initial Assessment:	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		
How it will look when fully met:	All CTTs will discuss needs for individual students and include in CTT 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.		Elisabeth Bernhardt	04/26/2024
Actions		4 of 7 (57%)		

	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
	Notes:	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.	Complete 01/25/2022	Debbie Sheron	10/20/2021
	Notes:				
	8/4/21	K-5 PLC teams will meet once a week during at PLC time to work on MTSS.	Complete 06/08/2022	Sharon Bridgeman	06/02/2022
	Notes:				
	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.	Complete 06/08/2022	Elisabeth Bernhardt	06/08/2022
	Notes:	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	MTSS team members will take on leadership roles at the weekly CTT 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	06/08/2024
	Notes:				
	9/16/22	A new structure for Cardinal Time will be implemented to provide time and assistance for remediation of standards, Tier 2 supplemental and Tier 3 intensive interventions, and enrichment opportunities for those that meet proficiency of the standard all with time for data collection.		Kimberly Plummer	06/09/2024
	Notes:	Teachers will utilize a new framework for Cardinal Time where Tier 2 supplemental 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 intensive interventions occur for math.			
	9/15/23	Within the 2023-2024 school year, our TSI-AT school will implement phonics based lesson plans using what we have learned from LETRS professional development to increase overall student performance of students with disabilities.		Katie Henderson	06/09/2024

	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	Target Date
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, 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.	Limited Development 09/21/2020		
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.		**Sharon Bridgeman**	**06/13/2025**
Actions				**4 of 5 (80%)**		
		8/28/21	The guidance counselor will begin anger management groups with students based on need.	Complete 04/22/2022	Beth McCallister	10/20/2021
		Notes:	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.	Complete 10/20/2021	Beth McCallister	10/20/2021
		Notes:	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.	Complete 04/15/2022	Beth McCallister	10/30/2021
Notes:				
9/17/22	Title I funds will be used to hire a class size reduction teacher in 5th grade to eliminate classes that exceed 27 students, address the SEL needs of boys in 5th grade, and eliminate the gaps between boys and girls test data.	Complete 04/13/2023	Beth McCallister	06/08/2023
Notes:	A 5th grade SEL intervention group has been added to address the needs of boys in 5th grade. (11/7/22)			
9/17/22	Teachers will use Teachtown (K-1), Everyday Speech (2-5), Olweus, and Second Step programs to provide instruction in the area of Social Emotional Learning.		Beth McCallister	06/12/2024
Notes:	Title I funds will be used to purchase Everyday Speech program that measurably improves the academic, behavioral, and adaptive functioning of students.			

	KEY	A4.16	**The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			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 09/23/2022		

Core Function:	**Dimension B - Leadership Capacity**			
Effective Practice:	**Strategic planning, mission, and vision**			
	B1.01	**The LEA has an LEA Support & Improvement Team.(5135)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		The Randolph County School System has a Support and Improvement Team. See document upload in the LEA documentation file.	Full Implementation 09/23/2022		

	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
Initial Assessment:			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 09/23/2022		

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:			Franklinville Elementary has structures and expectations in place for the School Improvement Team. There are written roles and norms that were created by the team. There is an agenda and minutes for all meetings. The team meets two times a month with adequate time to access to information. All staff attended the CTT training that took place in August of 2023.	Full Implementation 09/15/2023		

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Monitoring instruction in school				
	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
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	Limited Development 05/09/2017		

	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.				
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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.			**Katie Henderson**	**06/07/2024**
Actions			**13 of 14 (93%)**		
	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
	Notes:				
	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
	Notes:				
	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
	Notes:				
	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
	Notes:				
	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
	Notes:				
	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
	Notes:				

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
Notes:				
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
Notes:				
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 interactions with teachers.	Complete 02/25/2020	Angela Harris	06/08/2020
Notes:				
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
Notes:				
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
Notes:				
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.	Complete 06/08/2022	Kristy Rowland	06/11/2022
Notes:	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.			
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.	Complete 06/08/2023	Debbie Sheron	06/08/2023
Notes:	Title I funds will continue to pay for our lead teacher who facilitates professional learning communities and offers informal, non-evaluative feedback and support to teachers regarding curriculum planning and instructional delivery.			

	8/14/23	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.		Elisabeth Bernhardt	06/12/2024
Notes:		Title I money will be used to pay for a Lead Teacher.			
Implementation:			09/18/2020		
Evidence		9/15/2020			
Experience		9/15/2020			
Sustainability		9/15/2020			

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.)		**Jennifer Trogdon**	**06/08/2024**
Actions		**13 of 14 (93%)**		
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
Notes:				
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
Notes:				

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
Notes:				
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
Notes:	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
Notes:	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
Notes:	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
Notes:				
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
Notes:	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

	Notes:				
	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
	Notes:				
	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
	Notes:				
	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."	Complete 06/07/2022	Elisabeth Bernhardt	06/08/2022
	Notes:	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.	Complete 06/08/2022	Debbie Sheron	06/08/2022
	Notes:				
	9/19/22	CFA data will be posted in the CTT room by standard in order to monitor progress for each standard.		Elisabeth Bernhardt	06/08/2024
	Notes:				

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**
Initial Assessment:		The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	Full Implementation 09/23/2022		

Core Function:		Dimension D - Planning and Operational Effectiveness
Effective Practice:		**Resource Allocation**

KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The School Leadership Team and administration allocate funding for student learning. Schedules are voted on by the school improvement team that have staff working with students throughout the day. Programs are purchased for that will maximize learning opportunities for students.	Limited Development 08/14/2023		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		All funding, time, and schedules will be allocated for student achievement. Schedules will be set around students learning time. Teacher assistants will be utilized for small groups. All purchases will be decided by the SIT team after student data is analyzed for proficiency.		**Carrie Craven**	**06/08/2024**
Actions			0 of 2 (0%)		
	9/15/23	Within the 2023-2024 school year, our ATSI school will hire a math tutor to increase the overall performance of our students with disabilities to enrich small group instruction in math.		Elisabeth Bernhardt	06/08/2024
	Notes:				
	9/15/23	Reading Eggs, Generation Genius, Flocabulary, Flow Fluency, Story Works will be purchased to help students with Reading and Math and will be utilized in core lessons as well as differentiated groups.		Addie Snotherly	06/08/2024
	Notes:				
Implementation:			10/03/2023		
Evidence		9/15/2023 We are 1:1 with student Chromebooks, all teachers have ClearTouch panels, keyboards, mice, and Vizio cameras. They all have necessary technology programs.			
Experience		9/15/2023 All programs are in place and being used to engage students in instruction.			
Sustainability		9/15/2023 We will continue to purchase necessary programs for instruction.			

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	Implementation Status	Assigned To	Target Date

			home (what parents can do at home to support their children's learning).(5182)			
Initial Assessment:			At Franklinville Elementary we send out monthly literacy and math newsletters. We hold four parent nights throughout the year to engage parents in their children's academic success. We hold conferences within the first quarter. We have Class Dojo and Parent Messenger for schoolwide communication. Parents are sent completed work and can access Power School grades to review their child's progress weekly. We engage with parents in a positive format through positive office referrals. Student handbooks and expectations across all school environments are sent home at the beginning of the school year to make sure that all stakeholders are informed.	Full Implementation 09/15/2023		
		E1.10	**The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			We currently have Title I parent nights throughout the year. We hold face to face parent conferences at the end of the first quarter to update parents about their child's progress. We provide two-way communication through the use of Class Dojo. Interim reports are sent to parents to update parents of student progress mid-way through each quarter. Parents are encouraged to use the parent portal in Powerschool to access student grades. Tuesday has been designated as Take-Home folder day school wide where teachers send graded work, notes, and other important information. Many K-2 teachers send this folder home daily.	Limited Development 09/20/2022		
How it will look when fully met:			When this indicator is fully in place, the school will share ways that parents can assist their child at home and parents will understand the vital role of the partnership between home and school.		**Jeri Arrington**	**06/13/2025**
Actions				**2 of 3 (67%)**		
	9/23/22		The Wise Way for E1.01 will be shared with the all certified staff and used as a tool to strengthen our school in this area.	Complete 10/18/2022	Debbie Sheron	10/20/2022
	Notes:					
	9/20/22		Teachers will provide parents with resources to support their child's learning at home.	Complete 06/09/2023	Elisabeth Bernhardt	06/09/2023
	Notes:		Title I funds will be to used to purchase math games for parents to engage in math practice with their child. Books will be purchase for			

	transition night. Fact fluency cards were given on December 6th and a game will be sent later.			
9/15/23	Title I money will be used to purchase books and materials to extend learning at home.		Elisabeth Bernhardt	06/09/2024
Notes:				

RANDOLPH
County School System

School: Franklinville Elementary

School Year: 2023-2024

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	Katie Henderson		
Assistant Principal	Katie Husband		
Lead Teacher	Elisabeth Bernhardt		
Kindergarten	Jeri Arrington		
First Grade	Addie Snotherly		
Second Grade	Jennifer Trogdon		
Third Grade	Christy Moon		
Fourth Grade	Kimberly Plummer		
Fifth Grade	Sharon Bridgeman		
Treasurer	Carrie Craven		
Media Specialist	Ami Meadows		
Parent	Jessica Morgan		

NCStar/SIP Mandatory Components

School Name: Franklinville Elementary School

School Year: 2023-2024

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 schools support staff helps provide duty free lunch for all classroom teachers. Teachers are offered duty free lunch twice a week (every Tuesday and Thursday).

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 duty free lunch twice a week and duty-free recess once a week. 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. 5th 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 May. 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.