



Franklinville Elementary School
School Improvement Plan
2022-2023

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 2023, we will increase overall male subgroup proficiency to from 33.5% to 40% as measured by our performance composite areas. (A1.05, A 2.07, A3.06, A4.01, A4.06)

By June 2023, Franklinville School students will increase our composite math performance from 40.5 to 60%. (A1.05, A2.04, A3.06, A4.01, B3.03)

By June 2023, as measured by our performance composite areas, Franklinville School students will increase our school performance in science from 30% to 50%. (A 3.06, A 1.05, A2.20, C 2.01)

By June of 2022, Franklinville Elementary will implement systematic core and intervention practices for math and reading in order to reduce the percent of students needing intensive intervention supports from ____ to ____ . MTSS Goal (based on FAM-S data -Data Problem Solving #22 and #27) (A1.05, A4.06, A4.09, 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

	A1.05	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 PLC/CTTs. 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. CTT 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	06/10/2023	
Actions		2 of 4 (50%)			
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.	Complete 06/08/2022	Elisabeth Bernhardt	06/10/2022	
<i>Notes:</i>					
9/16/22	CTT teams will use the Assessment Planning Form and the four guiding questions form Dufour to guide their work with data collection and planning.		Elisabeth Bernhardt	06/08/2023	
<i>Notes:</i> Guiding Questions What should students know and be able to do? How will we know when they learned it?					

What will we do when some students do not learn?
 What will we do when some students have clearly achieved the intended outcomes?

9/15/19 CTT 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

06/10/2023

Notes: CTT 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.

Title I funds will be used to hire a 50% Interventionist (k-3) and a part time tutor (4-5) to provide interventions for students in need based on data.

Title I funds will also be used to purchase the researched based reading program, SPIRE. This program will be used with striving readers to remediate and excel their reading growth.

9/15/19 CCT 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.

Complete 06/07/2024

Elisabeth Bernhardt

06/10/2024

Notes: Grade level teachers will participate in "Data Dives Day" funded with Title I funds once per quarter to review student data that inform instructional decisions for remediation and enrichment time. Grade level teachers will participate in planning days once per quarter funded with Title I funds to plan rigorous instruction for the upcoming quarter to strengthen core instruction.

	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:			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	Full Implementation 09/02/2021		

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.

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
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<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 Stemsopes (new science adoption) as curriculum resources for planning.	Limited Development 04/18/2017		
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Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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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
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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
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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
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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
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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	06/08/2023
<i>Notes:</i> Title I funds will be used to purchase decodable readers for teachers to use as they implement the science of reading through LETRS training.				
Implementation:		04/26/2018		
Evidence	4/26/2018			
Experience	4/26/2018			
Sustainability	4/26/2018			
A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Prior to the 2017-2018 school year, vocabulary development was largely accomplished through read aloud and a basal reading program. During the 2017-2018 school year, the basal was used more as a resource for teachers. Instruction shifted to lessons that directly aligned to the standards and provided authentic experiences with vocabulary development. Teachers were given the book, <i>101 Strategies to Make Academic Vocabulary Stick</i> by Marilee Sprenger to use as a resource. Very little professional development or work has been done in this area and currently different teachers do different things to address vocabulary. Strategies currently used include word of the day, word walls (high frequency and content specific), direct instruction based on guided and shared reading, and the Frayer model.	Limited Development 09/13/2018		
How it will look when fully met:	Students will be explicitly taught vocabulary through direct instruction that includes extensive teacher modeling and scaffolding. Numerous practice opportunities with immediate and specific feedback will be given. Following Marzano's work in vocabulary development, students will be exposed multiple times in various contexts to the explicitly taught words to ensure mastery. Vocabulary will be purposefully chosen by teachers from tier 2 and tier 3 within different subject areas based on the work of Isabelle Beck.		Sharon Bridgeman	06/07/2023

Actions		6 of 9 (67%)		
12/11/18	All teachers will have a vocabulary word walls in their classroom and will add academic vocabulary to it from Tier 2 and 3.	Complete 12/07/2018	Debbie Sheron	02/25/2019
<i>Notes:</i>				
9/13/18	PLC teams will unpack the standards, write learning targets, and decide on vocabulary for needed for each standard. This will occur at quarterly PLC planning days.	Complete 04/19/2019	Elisabeth Bernhardt	04/20/2019
<i>Notes:</i>				
12/17/19	On November 26, 2019, Mrs. Bernhardt will present professional development on Vocabulary Development.	Complete 11/26/2019	Elisabeth Bernhardt	11/26/2019
<i>Notes:</i>				
9/18/20	5th grade teachers will implement the research-based strategies from the book, "Powerful Teaching" by Pooja Agarwal and Patrice Bain.	Complete 06/04/2021	Sharon Bridgeman	05/19/2021
<i>Notes:</i> 5th grade teachers listened to the podcast from Cult of Pedagogy where the authors of this book, described retrieval practices for vocabulary. The book was purchased for the teachers to assist with implementation.				
9/14/19	Teachers will use a variety of resources to incorporate higher level vocabulary. Resources such as Rasinski's Vocabulary Ladders, 101 Strategies for Making Academic Vocabulary Stick by Sprenger, and Teaching Academic Vocabulary by Marzano are available for teacher reference.	Complete 06/08/2021	Sharon Bridgeman	06/08/2021
<i>Notes:</i>				
7/26/21	Teachers in grade 3-5 will utilize the Wordly Wise program with their students with fidelity to improve student's vocabulary knowledge.	Complete 06/03/2022	Christy Moon	06/06/2022
<i>Notes:</i>				
7/26/21	Teachers will use Depth and Complexity tools to ask higher order questions, encourage critical thinking, and increase the level of rigor with all texts as well as expand vocabulary.		Kimberly Plummer	06/08/2023
<i>Notes:</i> Teachers in grades 3rd, 4th, and 5th attended Depth and Complexity Training on June 29, 2021. Follow up to this training will be provided as needed.				
9/17/22	All K-5 classrooms will utilize Flowcabulary to engage students in academically rigorous and relevant content. It will help teachers		Christy Moon	06/08/2023

	introduce and reinforce Tier 2 and Tier 3 vocabulary words across the curriculum. Teachers will use the standards aligned lessons rooted in SEL, creativity and collaboration to prepare students for life beyond school.				
	<i>Notes:</i> Title I funds will be used to purchase Flowcabulary a digital program that enhances and strengthens vocabulary development.				
9/17/22	Fourth and fifth grade teachers will use "Building Vocabulary from Root Words" to build students' academic vocabulary in a systematic approach to teaching vocabulary and word awareness using Greek and Latin prefixes, suffixes, and bases. Students will learn strategies for deciphering roots and their meanings across multiple content areas. Teachers will use short, daily lessons to introduce and provide advanced word study practice, teaching essential strategies that enable students to unlock the meaning of cross-curricular vocabulary words they encounter inside and outside school.		Sharon Bridgeman	06/08/2023	
	<i>Notes:</i> Title I funds will be used to purchase "Building Vocabulary From Root Words for fourth and fifth grade teachers.				
	A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	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			
<i>How it will look when fully met:</i>	When this objective is fully met, teachers and students will use technological tools to enhance instruction, monitor learning outcomes, and intervene.		Ami Meadows	05/09/2025	
Actions		0 of 2 (0%)			
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.		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.

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.

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Data analysis and instructional planning

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
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Initial Assessment:

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

How it will look when fully met:

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 early mastery, and provide support for students lagging behind.

Elisabeth Bernhardt

06/04/2024

Actions

4 of 6 (67%)

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
<i>Notes:</i>				
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
<i>Notes:</i>				
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.	Complete 06/08/2022	Elisabeth Bernhardt	06/11/2022
<i>Notes:</i>				
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 (mClass data, previous EOG scores, benchmark scores, and HMM Growth Measures) will be tracked in our master data sheet.		Elisabeth Bernhardt	06/11/2023
<i>Notes:</i>				
9/16/22	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	06/10/2024
<i>Notes:</i>				
Implementation:		06/09/2020		
Evidence	6/9/2020			
Experience	6/9/2020			
Sustainability	6/9/2020			

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.		Bonnie Lanham	04/26/2024
Actions				4 of 6 (67%)		
	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.	Complete 01/25/2022	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.	Complete 06/08/2022	Sharon Bridgeman	06/02/2022
<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.	Complete 06/08/2022	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	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	06/08/2023
	<i>Notes:</i>				
	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.		Kristy Rowland	12/12/2023
	<i>Notes:</i> 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.				
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
<i>Initial Assessment:</i>		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.		Beth McCallister	06/08/2023	
Actions		3 of 5 (60%)			
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	
<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.	Complete 10/20/2021	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.	Complete 04/15/2022	Beth McCallister	10/30/2021	
<i>Notes:</i>					
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	06/06/2023	
<i>Notes:</i> Title I funds will be used to purchase Everyday Speech program that measurably improves the academic, behavioral, and adaptive functioning of students.					
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.		Beth McCallister	06/08/2023	
<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	No Development 09/11/2018		

	call, offering bus transportation, creating parent contracts, making home visits, conducting parent conferences, acting on teacher referrals, 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	06/09/2023
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	06/11/2023	
<i>Notes:</i>							
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
<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 09/23/2022		

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 Randolph County School System has an 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
<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 09/23/2022		

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:	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 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.	Limited Development 05/09/2017		
	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	Complete 06/07/2019	Debbie Sheron	06/07/2019

	time for PLC teams to dig into the data and make instructional decisions.			
<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			
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 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		
	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.		Debbie Sheron	06/08/2023
Actions		12 of 13 (92%)		
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	Complete 06/10/2019	Debbie Sheron	06/09/2019

	quarterly plans and unit plans to monitor weekly lesson plans for implementation.			
<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 interactions with teachers.	Complete 02/25/2020	Angela Harris	06/08/2020
<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>				
9/18/20	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
<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.				
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	06/08/2023
<i>Notes:</i> 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.				
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	Target Date
<i>Initial Assessment:</i>		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, but because they can be even better, there is no limit to what we can achieve."	Limited Development 08/24/2021		
<i>How it will look when fully met:</i>		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	06/08/2023
<i>Actions</i>			1 of 2 (50%)		
	8/24/21	Use walkthrough data to identify areas of strength and need in staff and match accordingly.	Complete 03/22/2022	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	06/08/2023
<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.)		Elisabeth Bernhardt	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.	<i>Notes:</i>	Complete 02/01/2018	Annie Benson	02/28/2018
	9/24/17	4th and 5th grade teachers will analyze NC Check-In data quarterly to determine student mastery and plan remediation/enrichment accordingly.	<i>Notes:</i>	Complete 06/07/2018	Annie Benson	04/13/2018
	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.	<i>Notes:</i>	Complete 10/05/2017	Angela Harris	05/25/2018
	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.	<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.	Complete 10/03/2017	Angela Harris	06/08/2018

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."	Complete 06/07/2022	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.		Complete 06/08/2022	Debbie Sheron	06/08/2022
		<i>Notes:</i>			
9/19/22	CFA data will be posted in the CTT room by standard in order to monitor progress for each standard.			Elisabeth Bernhardt	06/06/2023
		<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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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.		Debbie Sheron	06/08/2025
<i>Actions</i>			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	06/08/2024
<i>Notes:</i>				

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 09/23/2022		

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	Full Implementation 09/07/2021		

	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.			
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
<i>Initial Assessment:</i>	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		
<i>How it will look when fully met:</i>	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	06/08/2024
Actions		0 of 2 (0%)		
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.		Debbie Sheron	10/20/2022
<i>Notes:</i>				
9/20/22	Teachers will provide parents with resources to support their child's learning at home.		Elisabeth Bernhardt	06/09/2023
<i>Notes:</i> 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.				



School: Franklinville Elementary

School Year: 2022-2023

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	Jeri Arrington		
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 McCallister		
Lead Teacher	Elisabeth Bernhardt		
Teacher’s Assistant/Classified Representative	Carrie Craven		
Parent Representative	Whitney Brewington		



NCStar/SIP Mandatory Components

School Name: Franklinville Elementary School

School Year: 2022-2023

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 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. 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 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.