



**Franklinville Elementary School**  
**School Improvement Plan**  
**2018-2019**

## Comprehensive Progress Report

**Mission:**

Randolph County School System Mission Statement:

The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

Randolph County School System Vision Statement:

The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that:

- All students can learn;

- Vision:**
- All students will be taught in a safe and nurturing learning environment;
  - All students deserve a teacher who is qualified and well-prepared;
  - All students deserve access to instructional resources managed in a fiscally-responsible manner; and
  - All stakeholders share the responsibility and accountability for student learning.

**Goals:**

By the end of the 2018-2019 school year, at least 75% of the students taking EOG tests and EOC tests in the RCSS will perform at or above “Level 3” and all subgroups of students will perform at the “Expected Growth” Level or higher.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Upon reflective consideration of the 2016-2017 school year, school wide discipline seems to be an issue. By looking at data, it has been determined that the effectiveness of R and R (Rethink and Redirect) has not shown improvement in student behaviors. It has also been determined that discrepancies in teacher use of criteria for assignment to R and R has occurred. There has been a high number of referrals that significantly impact classroom instructional time and habitual offenders are being assigned to R and R with no positive impact on classroom behavior. While most classroom teachers handle the majority of the issues, it is believed that there should be more consistency school wide.	Limited Development 09/11/2017		
<i>How it will look when fully met:</i>		School-wide expectations for common areas (i.e., the cafeteria, the hallway, etc.) will provide norms for student expectations. The school will collect and analyze data to determine the "hot spots" where additional expectations/monitoring are needed. The number of office referrals will be closely monitored to determine at-risk students. Tiered interventions will be used to meet the behavioral needs of students. These will include behavioral contracts, check-in and check-out system, etc.		Beth McCallister	06/14/2019
<b>Actions</b>			<b>9 of 11 (82%)</b>		
	9/11/17	A team of three teachers will receive PBIS Module 1 training on August 7-8, 2017.	Complete 08/09/2017	Beth McCallister	08/07/2017
<i>Notes:</i>					
	9/11/17	Rethink and Redirect will be assigned by administrators only. This will provide consistency in what is deemed an appropriate consequence.	Complete 08/28/2017	Debbie Sheron	08/28/2017
<i>Notes:</i>		Administration will use R&R as a consequence for misbehavior as needed.			
	9/11/17	All faculty and staff will be trained in implementing PBIS school wide.	Complete 08/22/2017	Beth McCallister	08/22/2017
<i>Notes:</i>					
	9/12/17	The newly created PBIS team will work together to create an expectation matrix for all common areas in the building. Other additions will include an updated "Feather Card", a pledge, and a SOAR acrostic for our four primary components. (Safe, Ownership, Attentive, Respectful).	Complete 08/22/2017	Beth McCallister	08/22/2017
<i>Notes:</i>					

9/12/17	The School Improvement Team created and voted on a new Office Discipline Referral form. All teachers were given copies of the form for their use. The forms were carbon copied so that parents, teachers, and administrators will have documentation of the referral.	Complete 08/22/2017	Debbie Sheron	08/22/2017
<i>Notes:</i> The office copy will be used to enter into PowerSchool and as a data source for the PBIS team.				
9/12/17	The PBIS team will share the data collected with the staff once per quarter.		Beth McCallister	05/29/2019
<i>Notes:</i>				
9/12/17	Feather Cards will be collected from classrooms each week. The administrators will draw several cards from the bucket and announce the names of student winners on the intercom during the Friday morning announcements. Students selected will come to the office and be given a prize. Feather cards will also be drawn daily in order to give students an opportunity to lead the school in the Pledge of Allegiance and the school pledge.	Complete 06/07/2018	Debbie Sheron	06/08/2018
<i>Notes:</i>				
9/12/17	Teachers will review the behavior matrix with their classrooms as needed and will give Feather Cards to students who are following the expectations correctly. This will provide needed instruction and reinforcement for understanding and following the rules and procedures. Teachers will "catch students" doing the right thing in order to positively teach the expectations as this is a preventable measure.	Complete 06/05/2018	Debbie Sheron	06/08/2018
<i>Notes:</i>				
9/12/17	To address the social and emotional factors that affect classroom management, instruction in these areas should take place. Olweus Bullying Prevention lessons or Second Step lessons will be taught weekly to students by their home room teacher.	Complete 06/07/2018	Beth McCallister	06/08/2018
<i>Notes:</i>				
9/12/17	Olweus training for all staff will be conducted by the newly trained Olweus team.	Complete 10/03/2017	Beth McCallister	10/03/2017
<i>Notes:</i>				
9/13/18	As an addition to the PBIS incentives, Class Cardinals will be given to classes as a reward for demonstrating appropriate behaviors.		Debbie Sheron	06/08/2019
<i>Notes:</i>				

	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	Starting with the 2018-2019 school year, Franklinville Elementary will begin to incorporate the concepts embedded within Growth Mindset. Growth Mindset is a belief system that is based on the idea that students can develop their academic success over time, ultimately impacting their overall achievement. We believe this fits in well with our current efforts through PBIS, where behavior specific praise/feedback is motivating to students. Praise that is based on effort allows students to develop self-regulation skills and encourages students to adopt mastery-orientation toward goals. While we are just in the beginning stages of our learning process, educators within the building have begun to use this language with their students and have already begun to promote student self-monitoring.	Limited Development 09/04/2018			
<b>How it will look when fully met:</b>	Once this objective is fully met, all classroom educators and support staff will be focused on praising learner effort and on encouraging students to self-regulate, set goals and develop perseverance. Students within the building will be monitoring their attitudes and beliefs towards learning, looking to improve their level of competence, setting goals, developing strategies for learning, persisting and ultimately performing better. As a whole, student achievement should increase, because as our words change so do our behaviors. We will know that a Growth Mindset is embedded at Franklinville Elementary when we hear this language used throughout the instructional day.		Angela Harris	06/07/2019	
<b>Actions</b>			1 of 5 (20%)		
	9/4/18 Present professional development (designed by district lead teachers) on Growth Mindset at the beginning of the school year.	Complete 08/20/2018	Elisabeth Bernhardt	08/20/2018	
	<i>Notes:</i>				
	9/4/18 K-5 teachers will teach Growth Mindset lessons provided through various websites and using a variety of resources.		Elisabeth Bernhardt	06/08/2019	
	<i>Notes:</i>				
	9/4/18 Administration will share Growth Mindset articles throughout the school year to build teacher knowledge about Growth Mindset and to ensure that teachers are provided with on-going and embedded PD.		Debbie Sheron	06/07/2019	
	<i>Notes:</i>				

9/4/18	Teachers will participate in vertical visits across grade levels to observe how other teachers are implementing a growth mindset in their classroom.		Debbie Sheron	06/07/2019
<i>Notes:</i>				
9/4/18	During instructional walkthroughs, administrators will look for evidence of a growth mindset in the environment (walls, teacher language, student language/actions).		Angela Harris	06/07/2019
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of 2018, Professional Learning Communities (PLC's) meet at least twice a week to plan lessons that are aligned to the standards. In addition to these two days, PLC teams meet once a week with administrators and the lead teacher to create common formative assessments using standards, collected data, and pacing guides. Grade levels are using Journeys, Investigations, National Geographic Science, Studies Weekly, and Stemsopes (new science adoption) as curriculum resources for planning.	Limited Development 04/18/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>		Units of instruction will be created that align with all the Common Core standards. These units would be horizontally and vertically aligned.		<b>Elisabeth Bernhardt</b>	<b>01/30/2020</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
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.		Elisabeth Bernhardt	06/01/2019
<i>Notes:</i>					
8/13/18		On PLC planning days, work to create one new unit this school year.		Elisabeth Bernhardt	06/01/2019
<i>Notes:</i>					
8/13/18		During PLC planning days and weekly planning meetings, teachers will utilize the backwards planning model learned last year, to define the learning objective, determine how to evaluate if students have achieved mastery, (using pre and post assessments) and create learning activities that are aligned to the standards.		Elisabeth Bernhardt	06/01/2019

Notes:

<b>Implementation:</b>		04/26/2018		
<b>Evidence</b>	4/26/2018			
<b>Experience</b>	4/26/2018			
<b>Sustainability</b>	4/26/2018			

A2.07		ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Prior to the 2017-2018 school year, vocabulary development was largely accomplished through read alouds 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		
<b>How it will look when fully met:</b>		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.		Elisabeth Bernhardt	12/04/2020
<b>Actions</b>			0 of 1 (0%)		
	9/13/18	Teachers will receive training on vocabulary development on October 31st.		Elisabeth Bernhardt	10/31/2018
Notes:					

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Data analysis and instructional planning</b>
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A3.05		The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
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<b><i>Initial Assessment:</i></b>	We assess student understanding in reading and math three times a year using benchmark tests in grades 3-5. We also assess student progress in reading with mclass three times a year formally at all grade levels. We will be conducting a universal screening in math three times a year as well for K-3 students. Instructional teams and individual teachers review the results to make the necessary adjustments to instruction and provide remediation and or enrichment. These teams work to see patterns of strengths and weakness in what a groups of students know and can do. The SIT team uses these data sources with other to guide school improvement planning.	Full Implementation 08/14/2018		
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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
<i>Initial Assessment:</i>		During the 2011 – 2012 school year, Franklinville Elementary became an initial implementation school for MTSS and as a result Franklinville has an active MTSS Problem Solving Team that provides strategies for students with both academic and behavioral needs. The team is made up of various stakeholders at the school level including classroom teachers, lead teacher, reading specialist, Exceptional Children’s teacher, administration, and the school psychologist; all of whom collaborate to customize strategies for individual students. Instructional and behavioral support strategies are given at each Tier and a specific time of day (Cardinal Time) has been added to the school’s master schedule, to help staff implement interventions as necessary. Student data is continuously reviewed to determine whether strategies are effective or require modification.	Limited Development 05/09/2017		
<i>How it will look when fully met:</i>		All PLCs will discuss needs for individual students and include in PLC minutes. Each grade level and teacher will document intervention data based on student performance. Teachers will progress monitor and utilize CFA data to determine growth. If student still struggles, then the teacher will contact the Problem-Solving Team chair and will set up a meeting with the team. Meeting minutes would 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	06/07/2019
<i>Actions</i>			<b>10 of 15 (67%)</b>		
	6/7/17	Effectiveness of strategies implemented based on Reading 3D results will be discussed during PLC's and revised as necessary.		Angela Harris	06/08/2019
<i>Notes:</i>					
	6/7/17	The school's problem-solving team will meet at least once a month to discuss at-risk students and brainstorm problem-based interventions.	Complete 06/05/2018	Annie Benson	05/25/2018
<i>Notes:</i>					
	6/7/17	All certified staff members will participate in MTSS training on August 22, 2017.	Complete 08/22/2017	Debbie Sheron	08/22/2017
<i>Notes:</i>					

6/7/17	The Problem-Solving Team will give reminders at staff meetings about expectations for discussing students that need interventions. The district expectation is that students must be brought to the team for timely interventions before retention is considered.	Complete 06/05/2018	Tina Reeder	05/31/2018
<i>Notes:</i> Reminders at staff meetings should take place in September, November and January/February.				
9/17/17	All certified staff members will attend and participate in professional development on "Creating an Ideal Core Instructional Plan" presented by the District MTSS Implementation team.	Complete 09/06/2017	Debbie Sheron	09/06/2017
<i>Notes:</i>				
9/17/17	Grade level classroom teachers will attend PLC meetings on "Defining the Core" facilitated by the District MTSS Implementation team. This will include how to differentiate in Tier I.	Complete 10/10/2017	Debbie Sheron	10/10/2017
<i>Notes:</i>				
9/17/17	All certified staff will participate in an "Assessment Inventory" facilitated by the District MTSS Implementation team.	Complete 11/14/2017	Debbie Sheron	11/14/2017
<i>Notes:</i>				
9/17/17	Grade level classroom teachers will attend PLC meetings on "Instructional Planning" facilitated by the District MTSS Implementation team.	Complete 01/09/2018	Debbie Sheron	01/09/2018
<i>Notes:</i>				
9/17/17	Classroom teachers and various school-level specialists will analyze Reading 3D and Fountas and Pinell benchmark data at BOY and MOY to determine strengths and needs in reading (individual students, grade level, and whole school needs).	Complete 02/09/2018	Angela Harris	02/16/2018
<i>Notes:</i> After the MOY Reading 3D and benchmark window, each grade level had 1.5 hours of PLC time to dig into their data and determine grade level needs in reading. These plans were revisited on March 15th, to determine if interventions and strategies listed were taking place in the classroom.				
9/17/17	Based on BOY and MOY data analysis for reading, research-based strategies will be devised and implemented for at-risk students in reading.		Angela Harris	06/08/2019
<i>Notes:</i>				
9/17/17	Professional development will be sought from district personnel on behavior interventions.		Elisabeth Bernhardt	09/30/2018
<i>Notes:</i>				

9/17/17	Research-based practices will be shared during grade-level PLCs to expose teachers to various instructional strategies to use with all students in Tier I.		Elisabeth Bernhardt	06/08/2019
<i>Notes:</i>				
9/17/17	CFAs in reading and math will be implemented throughout the school year and analyzed to determine student needs in Tier I.	Complete 06/08/2018	Annie Benson	06/08/2018
<i>Notes:</i>				
9/24/17	Grade level PLC groups will discuss students they are concerned about on a monthly basis during our "Worried About" meeting.	Complete 06/01/2018	Annie Benson	06/08/2018
<i>Notes:</i>				
9/11/18	As a part of Tier 2, reading specialist will provide targeted interventions in grades 1-5 using the Jan Richardson Rise/Rise Up model.		Darlene Parsons	06/08/2019
<i>Notes:</i> This will be 45-60 minutes of instruction that is based on foundational gaps in reading for our most at-risk students.				

	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>As of the 2017-2018 school year, our day at Franklinville starts the same every day. Students come in, get their breakfast, and proceed to their classroom beginning at 7:35. The morning announcements begin at 7:55 and follow the same format each day. Our school pledge follows the Pledge of Allegiance and incorporates our SOAR motto. " I am safe, I show ownership, I am attentive and respectful." Teachers follow the same schedule each day with the occasional exception of special events (i.e. picture day, fire department visits, 2 hour delay, etc.) Routines and procedures for special events such as assemblies are in place . A school wide quiet signal is used to gain student attention. To the extent possible, the same TA's are assigned to the same rooms for helping and covering class for consistency. We are adding the Positive Support Interventions and Support (PBIS ) this year in order to provide consistent expectations for every area in the building (cafeteria, hallway, classroom, bus, and bathroom). Teacher teach the PBIS lesson plans the first week of school that detail the expectations for behavior in all areas of our school. The expectations are posted in every area for students in the framework of our school motto, "Soar" (Safe, Ownership, Attentive and Respectful). Teacher will revisit these plans as needed throughout the year. Teachers establish routines and procedures during the first week of school. Teachers revisit routines and procedures throughout the year as needed. Routines and procedures include but are not limited to procedures for carpet time, pencil sharpening, group work, lining up, turning in work, etc. Teacher provide picture schedules, behavior charts, or schedules for students who need the extra support of a daily /hourly reminders on an individual basis.</p>	Limited Development 05/09/2017			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>	Schedules will be in place and school wide expectations for behaviors in every area will be clearly established.	<b>Objective Met 09/23/18</b>	<b>Angela Harris</b>	<b>06/08/2018</b>	
<b>Actions</b>					
10/10/17	Teachers will establish routines and procedures during the first week of school. Teachers will revisit routines and procedures throughout the year as needed. Routines and procedures include but are not limited to procedures for carpet time, pencil sharpening, group work, lining up, turning in work, etc.	Complete 05/22/2018	Kelly Oliver	06/08/2018	
<i>Notes:</i>					

10/10/17	Teacher will teach the PBIS lesson plans the first week of school that detail the expectations for behavior in all areas of our school. The expectations are posted in every area for students in the framework of our school motto, "Soar" (Safe, Ownership, Attentive and Respectful). Teacher will revisit these plans as needed throughout the year.	Complete 06/05/2018	Jennifer Collier	06/08/2018
<i>Notes:</i>				
10/10/17	Teacher will provide picture schedules, behavior charts, or schedules for students who need the extra support of a daily /hourly reminders on an individual basis.	Complete 06/05/2018	Beth McCallister	06/08/2018
<i>Notes:</i>				
<b>Implementation:</b>		09/23/2018		
<b>Evidence</b>	6/18/2018 We have clear expectations for every area of our school. Routines are in place and happen with fidelity.			
<b>Experience</b>	6/18/2018 We feel this is an embedded practice. Our routines are clearly in place and teachers revisit the PBIS expectations frequently as needed.			
<b>Sustainability</b>	6/18/2018 No continued work is necessary as this is the norm of behavior at our school.			

	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Franklinville is implementing programs to help teach prosocial behaviors. These programs allow teacher to teach the prosocial behaviors and allow students the opportunity to practice. Currently, the programs are Second Step, Olweus, and Teachtown. We also follow the PBIS framework to reward students positive social behavior.	Limited Development 09/18/2018		
<i>How it will look when fully met:</i>		When fully implemented, teachers will be utilizing the programs weekly and referring to them daily as situations arise. Teachers will be purposeful in their selection of lessons to match current social/emotional needs of the classroom. At full implementation, students will be actively using what they have learned.		Beth McCallister	06/07/2019
<b>Actions</b>			<b>0 of 3 (0%)</b>		
9/18/18	Implement the Teachtown program with Kindergarten and First grade students.			Beth McCallister	06/07/2019
<i>Notes:</i>					
9/18/18	Conduct training for Kindergarten and First grade teachers by October 10th in Teachtown.			Beth McCallister	10/10/2018
<i>Notes:</i>					
9/18/18	The EC teacher and the school counselor will utilize the Teachtown program with small groups of students in grades 2nd-5th based on needs as they arise.			Beth McCallister	06/07/2019
<i>Notes:</i>					

	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>			All teachers are attentive to students emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. 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 05/09/2017		
			Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			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.	<b>Objective Met 09/18/18</b>	<b>Beth McCallister</b>	<b>01/31/2019</b>
<i>Actions</i>						
10/2/17			Teachers will teach a Second Step or Olweus lesson once a week. This instruction focuses on emotions, social skills, and bullying prevention.	Complete 06/05/2018	Beth McCallister	06/07/2019
			<i>Notes:</i>			
10/7/17			The PBIS team will utilize office discipline referrals and teacher input to assist students with emotional needs that manifest themselves in student misbehavior. The team will work to implement strategies to assist these students in handling their emotions.	Complete 06/05/2018	Debbie Sheron	06/08/2018
			<i>Notes:</i>			
10/7/17			We will have a school wide character trait of the month. Two students from each classroom will be chosen each month who display the character trait and will be rewarded at a Citizenship Celebration where parents will be invited.	Complete 06/05/2018	Annie Benson	05/31/2018



<i>Notes:</i>				
10/9/17	Our school counselor and social worker will continue providing direct and indirect services in multiple settings including classroom guidance lessons, small group sessions, in-home services, and individual sessions.	Complete 06/05/2018	Beth McCallister	06/08/2018
<i>Notes:</i>				
10/9/17	In an effort to be proactive, our school counseling program will hold Red Ribbon week activities in October and Anti-Bullying Campaigns throughout the year.	Complete 06/05/2018	Beth McCallister	06/08/2018
<i>Notes:</i>				
10/17/17	Our social worker and school counselor provide crisis intervention services through consultation and collaboration with community agencies. They serve as advocates for parents and students based on individual needs. This includes mental health, the Department of Social Services, and the health department.	Complete 06/05/2018	Beth McCallister	06/08/2018
<i>Notes:</i>				
<b>Implementation:</b>		09/18/2018		
<b>Evidence</b>	9/13/2018 This practice is fully ingrained in our school as we have structures and programs in place to help students both preventative and as new situations arise.			
<b>Experience</b>	9/13/2018 We have enjoyed adding the Character Counts Celebration into our school practices. Parents have participated in this effort as well. Direct and indirect services to students in need is an ingrained practice. Teachers using Olweus and Second Step contributes to the development of supports for students. Our PBIS team works to identify at-risk students so that interventions can occur. We continue to implement additional support structures as the needs arise.			
<b>Sustainability</b>	9/13/2018 Future work remains in that we must continue to be sensitive to the needs of students as situations arise. We have the structures in place to provide interventions and support students' emotional states.			

	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
<i>Initial Assessment:</i>	For the 2017-2018 year, attendance was monitored by the principal, social worker, data manager and the guidance counselor. All parties made efforts to improve student attendance by making phone call, offering bus transportation, creating parent contracts, making home visits, conducting parent conferences, acting on teacher referrals, 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.	No Development 09/11/2018			
<i>How it will look when fully met:</i>	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.		Debbie Sheron	06/08/2020	
<b>Actions</b>		<b>0 of 3 (0%)</b>			
9/12/18	Begin a school wide incentive rewarding classes with the highest attendance percentage each week.		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.		Debbie Sheron	06/08/2019	
	<i>Notes:</i>				
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.		Elisabeth Bernhardt	10/12/2018	
	<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
<b>Initial Assessment:</b>		As of 2017-2018, 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. We feel more work is needed in this area so the actions steps will help us grow in this area.	Limited Development 09/13/2017		
		Priority Score: 1                      Opportunity Score: 2	Index Score: 2		
<b>How it will look when fully met:</b>		We will 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.	<b>Objective Met 09/23/18</b>	<b>Annie Benson</b>	<b>06/07/2019</b>
<b>Actions</b>					
	9/13/17	Transition Night will take place on May 3rd, 2018. 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.	Complete 05/03/2018	Annie Benson	05/03/2018
<i>Notes:</i>					
	9/13/17	We will 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.	Complete 06/05/2018	Annie Benson	05/17/2018
<i>Notes:</i>					
	9/13/17	3rd grade teachers will meet with and talk to 2nd grade students at the end of the year about the upcoming 3rd grade year.	Complete 06/04/2018	Sharon Bridgeman	06/07/2018
<i>Notes:</i>					
	9/20/17	Second and third grade teachers will meet to discuss and compare curriculum expectations of both grade levels. Teachers will look for places where gaps occur and work to create alignment to smooth the transition between the two grade levels. The team will create a plan for closing the gaps that are found.	Complete 05/22/2018	Sharon Bridgeman	05/31/2018
<i>Notes:</i> The two grade levels met on March 26, 2018.					
<b>Implementation:</b>			09/23/2018		

<b>Evidence</b>	6/18/2018 The Title I Transition Programs document was uploaded as evidence of completion. These actions are now fully ingrained practices.			
<b>Experience</b>	6/18/2018 We gained valuable insight in our work on this indicator. We had many activities in place but now we see the importance of looking at other important transitional times for students namely Pre-K and 2nd to 3rd grade.			
<b>Sustainability</b>	6/18/2018 We will continue to conduct each of these activities each year.			

	A4.21	The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	During the 2017-2018 school year, Franklinville Elementary implemented PBIS. (See A.1.07) This initiative has assisted in our effort to model appropriate behaviors and explicitly teach students procedures and expectations. As part of our SOAR motto, we stress safety, ownership, attentiveness, and respect. While the positive reinforcement and modeling of these behaviors is necessary, they are only one piece of our work toward achieving this indicator. We also utilize the Olweus and Second Step programs to instruct students in both social skills and other social emotional competencies. These programs are sequenced, and span across grade levels. Teachers teach lessons weekly with fidelity and are required to log the lessons to be submitted to administration.	Limited Development 09/12/2018			
<i>How it will look when fully met:</i>	When fully implemented, teachers will be utilizing the programs weekly and referring to them daily as situations arise. Teachers will be purposeful in their selection of lessons to match current social/emotional needs of the classroom. At full implementation, students will be actively using what they have learned. The PBIS team will continuously monitor discipline data and evaluate the effectiveness of the programs.		Beth McCallister	06/08/2019	
<b>Actions</b>			<b>0 of 3 (0%)</b>		
9/12/18	Kindergarten teachers will implement the Teachtown program to explicitly teach appropriate social skills and social emotional competencies on a weekly basis.		Jennifer Collier	06/08/2019	
<i>Notes:</i>					
9/12/18	The guidance counselor will utilize the Teachtown program with small groups of students in 1st-5th grades who need additional support in social skill instruction.		Beth McCallister	06/08/2019	
<i>Notes:</i>					
9/12/18	Teachers who were trained in the summer of 2018 will implement the Capturing Kids Hearts program in their classrooms.		Angela Harris	06/08/2019	
<i>Notes:</i>		This program emphasizes the building of relationships with students.			

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 04/07/2017		
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>		In the 2016-2017 school year our SIT team met on a regular basis. Since May 2017, the team has met twice a month. Agendas and detailed minutes are kept at SIT meetings and reported back to PLC's. As of August, there has been an increase in membership in order to ensure all major constituencies in the school are represented.	Limited Development 05/09/2017		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The School Improvement Team will consist of team members that represent all departments of the school. Members will have a shared vision and work together to contribute ideas and assistance, complete goals, and improve the school.	<b>Objective Met 09/14/18</b>	<b>Debbie Sheron</b>	<b>06/08/2018</b>
<i>Actions</i>					
	9/18/17	Re-vote on the membership of the School Improvement Team in order to ensure that all major constituencies in the school are represented.	Complete 08/19/2017	Debbie Sheron	08/22/2017
<i>Notes:</i>					
	10/2/17	The SIT/PBIS team will meet twice a month.	Complete 06/05/2018	Debbie Sheron	06/08/2018
<i>Notes:</i>					
	10/4/17	The SIT team will review data at the school level to determine needs and make instructional decisions.	Complete 06/05/2018	Annie Benson	06/08/2018

Notes:

<b>Implementation:</b>		09/14/2018		
<b>Evidence</b>	6/18/2018 Agendas and minutes uploaded in Indistar are evidence of our meetings and the alignment of all teams.			
<b>Experience</b>	6/18/2018 As a result of our work with this indicator, we have increase the amount of time we spend together with the Leadership team. We have also streamlined the connection and communication between the MTSS, PBIS and SIT team so that we are better look at all areas of school improvement.			
<b>Sustainability</b>	6/18/2018 Continued efforts will be made in the connection between teams so that we look at relevant data form all areas and use them to make improvements.			

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
<i>Initial Assessment:</i>		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 exists 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		
<i>How it will look when fully met:</i>		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.		Jennifer Collier	06/07/2019
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/18/18	The PBIS team will create an agenda and keep minutes for each meeting.		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.		Elisabeth Bernhardt	06/07/2019
<i>Notes:</i>					



9/18/18	In an effort to provide larger blocks of time for monthly review of student learning data, PLC teams will meet an additional time twice a month. Additional time will also be scheduled after benchmarks to give time for PLC teams to dig into the data and make instructional decisions.		Debbie Sheron	06/07/2019
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	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.	Limited Development 05/09/2017		
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<i>How it will look when fully met:</i>	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.		<b>Debbie Sheron</b>	<b>06/08/2019</b>
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<b>Actions</b>		<b>6 of 8 (75%)</b>		
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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
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*Notes:*

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
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*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
<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>				
6/18/18	The principal will log classroom walk-throughs and strive for two hours a day. Feedback will be provided to teachers.		Debbie Sheron	06/09/2019
<i>Notes:</i>				
6/18/18	The principal will participate in PLC planning days to assist with curriculum and planning of instructional unit. She will then use the quarterly plans and unit plans to monitor weekly lesson plans for implementation.		Debbie Sheron	06/09/2019
<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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		All student data is used to drive instruction. Growth in all sets of data (mClass, benchmarks, CFAs, etc.)		Elisabeth Bernhardt	06/08/2019
<i>Actions</i>			6 of 12 (50%)		
9/24/17		4th and 5th grade teachers will analyze NC Check-In data quarterly to determine student mastery and plan remediation/enrichment accordingly.	Complete 06/07/2018	Annie Benson	04/13/2018
<i>Notes:</i>					
9/24/17		K-5 teachers will delve into mClass data. Mrs. Harris and Mrs. Sheron will facilitate the "Digging Deeper Day". By analyzing the data on an individual basis, we will discover where to provide targeted instruction.	Complete 10/05/2017	Angela Harris	05/25/2018
<i>Notes:</i>					
9/24/17		Using the results of the K-2 math assessments, teachers will analyze the data to determine student mastery and next steps for instruction.	Complete 02/01/2018	Annie Benson	02/28/2018
<i>Notes:</i>					
9/24/17		Using staff input of what is most important to see in classrooms, create a walk through document that Mrs. Sheron and Mrs. Harris can use to provide feedback for teachers. This observation data will be aggregated data to show patterns of professional practice across the school and inform school needs for professional development.	Complete 10/03/2017	Angela Harris	06/08/2018

	<i>Notes:</i> On October 3, 2017 - staff were able to brainstorm a list of items they would like included on the informal walkthrough form with their grade levels. This was handed into administration. Administration then took this information and created the walkthrough form, which was presented to the SIT team on October 31st.			
9/24/17	Provide differentiated school professional development. Teachers can choose what professional development they want to attend. Teachers will present something they do that has helped their students. i.e. "My favorite idea...that really works!"		Elisabeth Bernhardt	05/01/2020
	<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.		Debbie Sheron	05/18/2019
	<i>Notes:</i>			
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.		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	Create a reading data wall where student progress is monitored every 6-8 weeks.		Elisabeth Bernhardt	06/08/2019
	<i>Notes:</i>			
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.		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

*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.

Elisabeth Bernhardt

10/12/2019

*Notes:*

**C2.03**

**The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)**

**Implementation Status**

**Assigned To**

**Target Date**

**Initial Assessment:**

Professional development is embedded into the day in multiple ways. In every "Data Day" with PLC teams, elements of professional development are incorporated. This includes sharing instructional strategies for meeting students needs based on Reading 3D data and highlighting best practices strategies in math and literacy. Since we are an implementation school for MTSS Problem Solving Team, we have held multiple sessions centered around core instruction in reading and math. These sessions have occurred on workdays, after school, and in PLC meetings. Some of our professional development is differentiated at this point but we have plans to provide more opportunities for staff in the future.

Limited Development  
10/10/2017

**How it will look when fully met:**

Ongoing and job-embedded professional development based on and aligned with data will provide authentic and ample practice opportunities for those striving to improve practices. Professional development will result in improvements in teachers' capacity and instructional practice, as well as improved student learning outcomes.

**Elisabeth Bernhardt**

**06/08/2019**

**Actions**

**0 of 3 (0%)**

9/11/18 As part of the PLC cycle, opportunities for professional development will be identified using student achievement, behavior, and attendance data.

Elisabeth Bernhardt

06/08/2019

*Notes:* 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.

Debbie Sheron

06/08/2019

*Notes:*

9/11/18 Ongoing professional development will be conducted during PLC meetings as we work to train teachers to become high functioning collaborative teams.

Angela Harris

06/08/2019

*Notes:* This will be differentiated by grade level depending on where they are in the process of becoming a collaborative team.

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	Full Implementation 05/09/2017		

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Franklinville faculty strives to communicate with families in multiple ways. Newsletters from teachers are sent home. A weekly phone message and an email are sent from the principal. Each month the principal sends a newsletter entitled "Cardinal News" which is provided in print and electronically on the school website. All items are provided in both English and Spanish. Parents are kept informed on a daily basis through communication in student planners, Class Dojo, (used by some teachers) and take home folders. School and teacher websites are kept up to date so that parents can easily access information. Four Title I parent nights are held with the purpose of involving and informing parents so that they are equipped to provide assistance to 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. Musical concerts and student performances are incorporated in most Title I nights and PTO meetings to entice parent participation.	Limited Development 04/18/2017		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		When this is fully met in our school we will have a significant increase in parent participation in our Title I events. The parental engagement committee will provide surveys from Title I events as well as conduct number comparisons from previous year's events.	<b>Objective Met 09/23/18</b>	<b>Elisabeth Bernhardt</b>	<b>06/08/2018</b>
<b>Actions</b>					
	6/7/17	All classroom teachers will complete a quarter one conference with the parent/guardian of every student in their classroom by November 21, 2017. Teachers will bring an item from the parent resource center and discuss it with the parent to encourage them to use the resource center.	Complete 11/17/2017	Debbie Sheron	11/10/2017
		<i>Notes:</i> Parent/guardian sign-in logs from the quarter one conferences must be submitted to the principal by November 21, 2017.			
	6/7/17	Classroom teachers will offer incentives (a homework pass) for students who attend Title I night with their parent/guardian.	Complete 05/03/2018	Debbie Sheron	05/31/2018

*Notes:* Logs of family contacts for each event will be submitted to the principal on the night of each event.

6/7/17	The Community Board will be moved to the front lobby from the media center. Community and parent resources will be located on this board for easier access. Information pertaining to curriculum and tips to help at home will be provided.	Complete 09/08/2017	Annie Benson	06/08/2018
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*Notes:*

**Implementation:**

09/23/2018

**Evidence**

4/30/2018  
Evidence that we have fully implemented this practice is the increase in parent participation in surveys and attendance for nights at our school.

**Experience**

4/30/2018  
The additional action steps have helped us to extend our reach to parents and community members.

**Sustainability**

4/30/2018  
In addition to the practices ingrained in our school culture, we continue to add additional ways to sustain our efforts and enlarge our reach to all stakeholders. More teachers are using Class Dojo, which gives teachers and parents an easy and quick way to communicate. We continue to gather information from parents with surveys to ensure we are gathering important information that drives our work. Other new and innovative technologies are being used to such as PeachJar, video links, and social media.





School: Franklinville Elementary

School Year: 2018-2019

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	Angela Harris		
Kindergarten Representative	Jennifer Collier		
First Grade Representative	Addie Snotherly		
Second Grade Representative	Jennifer Trogdon		
Third Grade Representative	Christy Moon		
Fourth Grade Representative	Kimberley Plummer		
Fifth Grade Representative	Marsha Becraft		
EC Representative	Michelle Shaw		
Media/BEP Representative	Annie Benson		
School Counselor	Beth McCallister		
Lead Teacher	AnnieBenson		
Teacher's Assistant/Classified Representative	Carrie Craven		
Parent Representative	Beth Brown		
Reading Specialist Representative	Darlene Parsons		



## NCStar/SIP Mandatory Components

School Name: Franklinville Elementary School

School Year: 2018-2019

### Duty-Free Lunch

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

Franklinville Elementary does not have the means to provide duty free lunch on a daily basis. However, our Parent Teacher Organization (PTO) provides duty free lunch once a month for all classroom teachers. We are developing a plan to have Encore teachers to provide duty free lunch as incentives for teachers who serve on multiple committees. (See Wise Way for B 2.03 )

### 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. We feel more work is needed in this area so the following actions steps are needed to help us grow in this area.

- Transition Night will take place on May 3rd, 2018. 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 will 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.

- Second and third grade teachers will meet to discuss and compare curriculum expectations of both grade levels. Teachers will look for places where gaps occur and work to create alignment to smooth the transition between the two grade levels. The team will create a plan for closing the gaps that are found.

**Safe School Plan for**

Franklinville Elementary

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

**Statement of Responsibility for the School District Superintendent** – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

***If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.***

**Statement of Responsibility for the School Principal** – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

***If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal’s personnel file and disciplinary proceedings under General Statute 115C-325.***

**Statement of the Roles of Other Administrators, Teachers, and Other School Personnel** – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

**Assistant Principal(s):**

**Teachers:**

**All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.**

**Teacher Assistants:**

**Other School Staff:**

**Services for At-risk Students** – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

**The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).**

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

**The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.**

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

**Short-Term (less than 15 days):**

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

**Short-Term (minimum of 15 days):**

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

**Long-Term Suspended:**

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

**Goal: Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**

**Target: Increase staff awareness and implementation of safety procedures throughout the campus**

**Indicator: Rosters of staff trainings; safety drill logs; visitor logs**

**Milestone Date: Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:				
In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):				
Goal: <b>Promote a safe and orderly environment conducive to learning by maintaining a secure campus</b>				
Target: <b>Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team</b>				
Indicator: <b>Discipline data, attendance data, suspension data, MTSS logs</b>				
Milestone Date: <b>Quarterly</b>				
Goal:				
Target:				
Indicator:				
Milestone Date:				
In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:				
Professional Development	Planned/Completed			
<b>Safe School Training</b>				
<b>MTSS Training</b>				
<b>Data Analysis</b>				
Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:				
<b>Maintain the Sheriff's Department as a community partner as it continues to provide:</b>				
<ul style="list-style-type: none"> <li>● <b>one SRO's (School Resource Officers) at each of the six traditional high schools</b></li> <li>● <b>one SRO (School Resource Officer) for each of the six middle schools</b></li> <li>● <b>one SRO (School Resource Officer) for the one sixth grade school</b></li> <li>● <b>two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School</b></li> <li>● <b>one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools</b></li> <li>● <b>two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools</b></li> </ul>				
<b>Maintain established protocol for communication and collaboration with community agencies that provide support to students.</b>				
Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:				
<ul style="list-style-type: none"> <li>● <b>The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.</b></li> <li>● <b>District and school level safety meetings will be held quarterly to provide information updates and training.</b></li> </ul>				

- **A separate detailed Crisis Management Plan is maintained per facility.**