



**Franklinville Elementary School**  
**School Improvement Plan**  
**2020-2021**

## Comprehensive Progress Report

**Mission:**

Franklinville Elementary School's low-performing identification continues pending assessment data from the 2020-2021 school year.

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;
- 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.

**Vision:**

**Goals:**

Students First in All We Do



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Dimension A - Instructional Excellence and Alignment**

**Effective Practice:**

**High expectations for all staff and students**

	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	As of September 2019, grade level teams meet regularly in PLC's to follow the PLC cycle of pre-assessment, instruction, post-assessment and intervention. In 2018-2019, instructional teams worked to create pre-assessments and post-assessments on the power standards identified for each grade level. Teams were more proficient at utilizing post-assessment data to drive instruction for student learning. In 2019, pre-assessments were used more often to gauge what skills students should know and be able to do. This data was used to make instructional decisions about the upcoming unit. Post test data is being used to analyze student mastery and inform instruction in terms of remediation and enrichment. Universal screeners take place in math and reading via HMH, Istation, and Fountas and Pinnell reading assessments.	Limited Development 09/19/2020		
	<i>How it will look when fully met:</i>	We will employ the use of all data systems in decision-making by utilizing results to evaluate the effectiveness of our instructional systems and to guide a range of decisions to help improve. We will use a variety of data to make data-based decision making, such as screening students for placement, using progress monitoring and formative assessments to determine curricular changes. We will interpret annual performance data to identify areas of weakness for future focus. At-risk students will be selected to receive research-based interventions. We will use progress monitoring data to gauge the students' progress (or response to an intervention) towards critical academic outcomes. Formative assessments will be collected in classrooms to give teachers feedback about students' understanding of the material presented and what minor adjustments to their instruction may be needed to improve students' understanding.		Christy Moon	06/08/2023
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	9/19/20	Utilize the Assessment Planning Tool to determine what students should know and be able to do and what knowledge they bring from the previous grade level about the upcoming standard. Analyze the pretest data to determine what they actually know and make instructional decisions for the unit based on the result. Group students according to the results of this data.		Elisabeth Bernhardt	06/11/2021
<i>Notes:</i>					

9/19/20	Utilize the Assessment Planning Tool to anticipate the errors that will occur by looking at the post test prior to beginning the unit of instruction to help plan instruction. Conduct error analysis on the results of the post test to determine mistakes and misunderstandings. Design re-teaching strategies based on this information.		Debbie Sheron	06/11/2021	
<i>Notes:</i>					
9/19/20	Utilize Boom Cards to create quick formative assessments for both face to face and remote students. Use results to make instructional decisions.		Addie Snotherly	06/11/2021	
<i>Notes:</i>					
9/19/20	The principal will share a variety of ways to conduct formative assessments through info-graphics, articles, and modeling in PLC meetings.		Debbie Sheron	12/05/2021	
<i>Notes:</i> Teachers will incorporate new ways of formative assessments techniques into instruction to help gauge student understanding and mastery.					
	<b>A1.05</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		As of September 2019, we have collaborative grade level teams formed at Franklinville that meet on a regular basis during PLCs. These teams plan assessments together and analyze the data together. Opportunities for enrichment and remediation are made based on the data, but are often relegated to whole groups of students rather than individual students.	Limited Development 09/15/2019		
<i>How it will look when fully met:</i>		When fully implemented, teachers within the grade level team will work collaboratively together to respond to student performance on pre-tests and other assessments. Since not every student comes to the classroom with the same skills, knowledge or abilities, teachers will create differentiated activities within units of instruction that provide support for some students and enhanced opportunities for learning for others. Appropriate activities would be selected for each individual student and ongoing student performance would be analyzed to determine if work or activities assigned to the student needs to be adjusted before the post-assessment. Pre-assessment and post-assessment results would be used to gauge student mastery and to		Addie Snotherly	06/10/2022

		help teachers meet students where they are and to help to take them to the next level of learning. PLC agendas and minutes will be used as artifacts to show that pre/post assessment results are analyzed and enrichment and remediation activities are planned to enhance individual student learning.			
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/15/19	PLC grade level teams will meet to analyze pre-test results for a unit of instruction in either math or reading to gauge student mastery of the standard and to determine the level of readiness of each individual student. The results will be used to create differentiated (support or enrichment) activities for students.		Elisabeth Bernhardt	06/10/2022
		<i>Notes:</i>			
	9/15/19	PLC grade level teams will meet to analyze ongoing assessment results within a unit of instruction in either math or reading. The results will be used to adjust the differentiated activities assigned to students.		Elisabeth Bernhardt	06/10/2022
		<i>Notes:</i>			
	9/15/19	PLC grade level teams will meet to analyze post-test results for a unit of instruction in either math or reading. The results will be used to create differentiated intervention activities for students.		Elisabeth Bernhardt	06/10/2022
		<i>Notes:</i>			
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		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	<b>Objective Met 09/22/20</b>	<b>Christy Moon</b>	<b>06/14/2020</b>

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.

**Actions**

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	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.				
9/11/17	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.				
9/12/17	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>				
9/12/17	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>				
9/13/18	As an addition to the PBIS incentives, Class Cardinals will be given to classes as a reward for demonstrating appropriate behaviors.	Complete 06/07/2019	Debbie Sheron	06/08/2019
<i>Notes:</i>				
9/11/19	Behavior specialist and school psychologist, Allen Sinclair will provide professional development on student behavior and motivation on September 17, 2019	Complete 09/17/2019	Debbie Sheron	09/17/2019
<i>Notes:</i>				
9/12/17	Holly Grissom will conduct professional development on the topic of writing individualized behavior contracts.	Complete 12/10/2019	Holly Grissom	12/10/2019
<i>Notes:</i>				
9/14/19	Professional development will occur at a staff meeting where teachers will share a strategy of "What's working." Classroom teachers will implement at least one strategy from each session in their classroom.	Complete 03/10/2020	Christy Moon	06/08/2020
<i>Notes:</i>				
<b>Implementation:</b>		09/22/2020		
<b>Evidence</b>	9/18/2020 All teachers use the PBIS lesson plans to teach expectations in all areas of the school. The matrix is in every classroom and utilized in every area of the school. This year we added a section for remote learners. Office Discipline Referrals are used to identify "hot spots" and track students with frequent referrals. These students are discussed at the PBIS team meeting and interventions are planned to address the areas of need. Feather Cards continue to be used to reward students for following the expectations. We strive to keep incentives novel so that the program will continue to encourage student participation. Professional development for teachers in areas of need have been			

	conducted to equip teachers with what they need to encourage positive behaviors.			
<b>Experience</b>	9/18/2020 In the past three years, we have come a long way with this goal. Our PBIS program is on track and even includes expectations for remote learners. Our PBIS team has done an excellent job adding layers of support for students and teachers based on data. Most recently, we discovered that professional development was needed to train teachers in the use of behavior contracts.			
<b>Sustainability</b>	9/18/2020 We continue to strive to add novelty to the PBIS reward system to increase student interest and desire. All other aspects of our program are embedded practices.			
<b>A1.08</b>	<b>ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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		Jennifer Trogdon	06/07/2021

Growth Mindset is embedded at Franklinville Elementary when we hear this language used throughout the instructional day.

<b>Actions</b>		<b>10 of 12 (83%)</b>		
9/4/18	Present professional development (designed by district lead teachers) on Growth Mindset at the beginning of the school year and on February 19th.	Complete 08/20/2018	Elisabeth Bernhardt	08/20/2018
<i>Notes:</i>				
9/4/18	Administration will share Growth Mindset articles throughout the school year to build teacher knowledge about Growth Mindset and to ensure that teachers are provided with on-going and embedded PD.	Complete 06/07/2019	Debbie Sheron	06/07/2019
<i>Notes:</i>				
9/4/18	Teachers will participate in vertical visits across grade levels to observe how other teachers are implementing a growth mindset in their classroom.	Complete 06/07/2019	Debbie Sheron	06/07/2019
<i>Notes:</i>				
9/4/18	During instructional walkthroughs, administrators will look for evidence of a growth mindset in the environment (walls, teacher language, student language/actions).	Complete 06/07/2019	Angela Harris	06/07/2019
<i>Notes:</i>				
9/4/18	K-5 teachers will teach Growth Mindset lessons provided through various websites and using a variety of resources.	Complete 06/07/2019	Elisabeth Bernhardt	06/08/2019
<i>Notes:</i>				
1/7/20	Create Student Goal Setting PD to present to classroom teachers. This PD will focus on how teachers can effectively guide students into setting personal learning goals.	Complete 01/06/2020	Holly Grissom	01/31/2020
<i>Notes:</i>				
1/7/20	Present Student Goal Setting PD to classroom teachers on how to effectively guide students to set personal learning goals.	Complete 01/07/2020	Holly Grissom	01/31/2020
<i>Notes:</i>				
9/18/20	Purchase read aloud books with titles that promote goal setting and have available to teachers to use with students.	Complete 05/20/2020	Holly Grissom	05/20/2020
<i>Notes:</i>				
9/9/19	The principal will read Growth Mindset quotes on the morning announcements weekly on "Thoughtful Thursdays to solidify the school wide focus on growth mindset."	Complete 06/07/2019	Debbie Sheron	06/07/2020

	<i>Notes:</i> This worked so well that students starting submitting quotes to be read aloud on announcements. One student actually wrote her own quote. "Perfection is the wall that stands between you and success." (3rd grade student)			
9/14/19	New staff members will be trained in Growth Mindset and implement its use in their classrooms as a part of their daily instruction. Previously trained staff will continue to implement its use on a daily basis.	Complete 03/02/2020	Elisabeth Bernhardt	06/07/2020
	<i>Notes:</i>			
9/18/20	The lead teacher and principal will conduct model lessons on goal setting to empower teachers and make goal setting visible for them as well as their students.		Kimberly Plummer	11/15/2020
	<i>Notes:</i> Holly Grissom started this work by conducting model lessons in some classrooms. We will continue with this effort.			
9/9/19	Students and teachers will create data notebooks and participate in goal setting. Goals will be revisited throughout the year as data is collected.		Elisabeth Bernhardt	06/08/2021
	<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
	<b>A2.01</b>	<b>Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		In 2019, teams met once a week for 45 minutes with the lead teacher and administrators to work the CFA cycle. Teams met an additional 45 minutes twice a month to dedicate more time to delve into data and make instructional decisions. We also had a full day of planning at the end of the year and before school started. The leadership team protects this time and administration respects and dedicates this time for instructional teams. While we do have a full day planning day each quarter, we have not yet started 4-6 hours of collaboration each month. Collaboration in and among teams is in place but it seems our focus tends to lean toward "What we do next?" instead of "Is what we are doing working?" We need to become more adept at measuring, tracking, and using data for the sole purpose of affecting student progress.	Limited Development 09/19/2020		

<b>How it will look when fully met:</b>		Teams will collaborate to plan their units together and then once the unit has been delivered, come back together to assess how it went. They will ask questions such as, "What students did well? Where did students struggle? What can be done differently? Did one teacher have greater success than another? What did that teacher do that was different? "Instructional teams will come together, plan together, evaluate the effects of what they are doing in their classrooms, and share with one another their challenges and successes.		Beth McCallister	06/08/2023
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/19/20	Utilize the grade level data tracking spreadsheet to record data for students. CFA data will be recorded for each power standard. In addition, other data points (Fountas and Pinnell Reading levels, ISP scores, previous EOG scores, benchmark scores, and HMH Growth Measures) will be tracked in our master data sheet.		Elisabeth Bernhardt	02/20/2021
<i>Notes:</i>					
	9/19/20	Encourage collaboration among teachers focusing on student progress and effectiveness of instruction by asking such questions as, "What did students do well? Where did students struggle? What can be done differently? Did one teacher have greater success than another? What did that teacher do that was different?"		Elisabeth Bernhardt	06/11/2021
<i>Notes:</i>					
	9/19/20	Investigate ways to provide an additional 4-6 hours of monthly planning for teachers to assess the effectiveness of their instruction and work to affect student progress.		Debbie Sheron	09/01/2021
<i>Notes:</i>					
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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>Kimberly Plummer</b>	<b>06/08/2023</b>
<b>Actions</b>		<b>3 of 4 (75%)</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.	Complete 06/07/2019	Elisabeth Bernhardt	06/01/2019
<i>Notes:</i>				
8/13/18	On PLC planning days, work to create one new unit this school year.	Complete 06/07/2019	Elisabeth Bernhardt	06/01/2019
<i>Notes:</i>				
8/13/18	During PLC planning days and weekly planning meetings, teachers will utilize the backwards planning model learned last year, to define the learning objective, determine how to evaluate if students have achieved mastery, (using pre and post assessments) and create learning activities that are aligned to the standards.	Complete 06/07/2019	Elisabeth Bernhardt	06/01/2019
<i>Notes:</i>				
9/9/19	Each grade level will work with the lead teacher to create another unit this year to add to the ones made last year.		Elisabeth Bernhardt	06/08/2022
<i>Notes:</i>				
<b>Implementation:</b>		04/26/2018		
<b>Evidence</b>	4/26/2018			
<b>Experience</b>	4/26/2018			
<b>Sustainability</b>	4/26/2018			
<b>A2.07</b>	<b>ALL teachers include vocabulary development as learning objectives.(5097)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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,	Limited Development 09/13/2018		

	word walls (high frequency and content specific), direct instruction based on guided and shared reading, and the Frayer model.			
<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.		<b>Sharon Bridgeman</b>	<b>06/07/2023</b>
<b>Actions</b>		<b>3 of 5 (60%)</b>		
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.		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		Sharon Bridgeman	06/08/2021

Teaching Academic Vocabulary by Marzano are available for teacher reference.

Notes:

**Core Function:** Dimension A - Instructional Excellence and Alignment

**Effective Practice:** Data analysis and instructional planning

	A3.04	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

As of September 2019, grade level teams meet regularly in PLCs to follow the PLC cycle of pre-assessment, instruction, post-assessment and intervention. Last school year (2018-2019), instructional teams worked to create pre-assessments and post-assessments on the power standards identified for each grade level. Teams were more proficient at utilizing post-assessment data to drive instruction for student learning. Pre-assessments were not used as often and if they were given, upcoming lessons and assignments were not necessarily adjusted for students.

Limited Development  
09/15/2019

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

When fully implemented, grade level teams will work together to create formative assessments (both pre-assessments and post-assessments) that are linked to the power standards. Both types of assessments would be used to drive instruction and to assess student mastery of standards-based objectives. Pre-assessments would be used to adjust upcoming lessons and activities for students based on their varying degrees of readiness. Student progress from pre-assessment to post-assessment would be analyzed to determine student growth and understanding. Teachers on the instructional team would also be able to compare strategies to determine what instructional techniques, lessons, and activities worked best for student learning. Finally remediation and enrichment interventions would be planned based on post-assessment results to re-teach or enrich academic content.

Debbie Sheron

06/11/2021

**Actions**

3 of 7 (43%)

9/15/19

PLC grade level teams will meet to review the math power standards chosen for the school year.

Complete 10/01/2019

Angela Harris

10/01/2019

Notes:

2/18/20	On January 14th, a professional development was presented to the entire staff on best practices in developing pre-tests and post-tests.	Complete 01/14/2020	Angela Harris	01/14/2020	
<i>Notes:</i>					
2/18/20	Teachers were asked to create a calendar for the remainder of the school year indicating when all pre and post tests will be given for each power standards.	Complete 01/14/2020	Angela Harris	01/14/2020	
<i>Notes:</i> This calendar was created. However, teams can adjust as needed based on snow days and other factors that affect scheduling.					
9/15/19	PLC grade level teams will meet to create pre-tests based on the math power standards for that grade level.		Elisabeth Bernhardt	06/11/2021	
<i>Notes:</i>					
9/15/19	PLC grade level teams will meet to create post-tests based on the math power standards for that grade level.		Elisabeth Bernhardt	06/11/2021	
<i>Notes:</i>					
9/15/19	PLC grade level teams will meet to review the results from the math pre-tests to adjust upcoming instruction.		Elisabeth Bernhardt	06/11/2021	
<i>Notes:</i>					
9/15/19	PLC grade level teams will meet to review the results from the math post-tests to plan remediation and enrichment opportunities for students.		Elisabeth Bernhardt	06/11/2021	
<i>Notes:</i>					
	<b>A3.05</b>	<b>The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		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 Istation 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 09/22/2020		
	<b>A3.06</b>	<b>ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	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		
<b>How it will look when fully met:</b>	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.		<b>Elisabeth Bernhardt</b>	<b>06/04/2021</b>
<b>Actions</b>		<b>3 of 6 (50%)</b>		
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
	<i>Notes:</i>			
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>			
6/9/20	Grade level teams will utilize the PLC data sheet to record pretest and post test data analysis.		Elisabeth Bernhardt	06/09/2021
	<i>Notes:</i> In this document, teachers determine what students should know and be able to do, analyze pretest data and use this information to make instructional decisions based on the data. After instruction, they analyze the post test and use the results to develop re-teaching and/or enrichment lessons. At each step of this process, students are grouped			

	for instruction based on similar need.			
9/18/20	Grade level teams will utilize universal screening data to determine at risk student list. Analysis of this data should occur to determine if Tier 2 intervening is necessary or if additional work on strengthening core instruction is needed.		Elisabeth Bernhardt	06/11/2021
<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 (Fountas and Pinnell Reading levels, ISP scores, previous EOG scores, benchmark scores, and HMH Growth Measures) will be tracked in our master data sheet.		Elisabeth Bernhardt	06/11/2021
<i>Notes:</i>				
<b>Implementation:</b>		06/09/2020		
<b>Evidence</b>	6/9/2020			
<b>Experience</b>	6/9/2020			
<b>Sustainability</b>	6/9/2020			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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	Limited Development 05/09/2017		

	data is continuously reviewed to determine whether strategies are effective or require modification.			
<b>How it will look when fully met:</b>	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.		<b>Bonnie Lanham</b>	<b>06/07/2023</b>
<b>Actions</b>		<b>21 of 24 (88%)</b>		
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>			
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 Pinnell 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.			
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	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	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>			
9/17/17	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 as needed.	Complete 05/01/2019	Elisabeth Bernhardt	06/08/2019
	<i>Notes:</i> Strategies are given as teachers request in PLC.			
6/7/17	Effectiveness of strategies implemented based on Reading 3D results will be discussed during PLC's and revised as necessary.	Complete 05/01/2019	Angela Harris	06/08/2019
	<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.	Complete 05/01/2019	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.			
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.	Complete 05/01/2019	Angela Harris	06/08/2019
	<i>Notes:</i>			
9/9/19	Create a master schedule that has a universal Cardinal Time (remediation and enrichment time) across all grade levels. Assign a staff member to assist every classroom teacher with this time.	Complete 08/26/2019	Debbie Sheron	08/26/2019

	<i>Notes:</i> The schedule set apart 10:00-10:30 for every grade level to have Cardinal Time. Every teacher has another staff member (office staff, TA's, reading specialist, Encore teachers, and administrators) assigned to them to assist them with remediation and enrichment during this time.			
9/17/17	Professional development will be sought from district personnel on behavior interventions.	Complete 09/17/2019	Elisabeth Bernhardt	05/30/2020
	<i>Notes:</i>			
9/9/19	Use Common Formative Assessment data and Benchmark data to create Cardinal Time groups.	Complete 06/08/2020	Elisabeth Bernhardt	06/08/2020
	<i>Notes:</i>			
9/9/19	Administration will monitor Cardinal Time regularly to ensure fidelity of instruction and assist with remediation and enrichment efforts.	Complete 06/08/2020	Debbie Sheron	06/08/2020
	<i>Notes:</i>			
9/9/19	Selected teachers will attend professional development offered by the county on "What Works" for student with disabilities and research based instruction. Teachers will share with their grade level teams and the school what they learned during the professional development.	Complete 06/08/2020	Debbie Sheron	06/08/2020
	<i>Notes:</i> Teachers who participated in the PD offerings will share with the school once but with their grade levels more than once as they implement what was learned.			
2/18/20	Provide professional development on high quality core instruction (Tier 1) using Shelley Moore's 5 Moore Minute videos and information from her book, One Without the Other.	Complete 06/02/2020	Angela Harris	06/10/2020
	<i>Notes:</i>			
9/18/20	Create an intervention matrix with Canvas for teachers use in intervening at all three tiers.	Complete 08/17/2020	Katie Husband	08/20/2020
	<i>Notes:</i> The matrix will be updated as needed throughout the year as we find additional researched and evidenced based practices to add.			
9/22/20	Hold ongoing individual conferences with teachers to assist in aligning interventions to student needs.		Debbie Sheron	06/02/2021
	<i>Notes:</i> In this conference we will look at and record historical data and current progress based on CFA's. We will create a hypothesis of the root cause of the deficit and determine an intervention to implement (the frequency, intensity, and duration). We will explain the data collection process for progress monitoring and create a timeline for revisiting the efficacy of the intervention.			

9/18/20	Create lessons for remediation and enrichment based on data from CFA's and Benchmark assessments and student needs. Utilize Assessment Planning Tool for this work.		Elisabeth Bernhardt	06/08/2021	
<i>Notes:</i>					
9/18/20	The MTSS team will implement the new knowledge gained from the DPI MTSS modules to develop our MTSS process. Included in this effort will be: creation of data decision rules, utilization of the MTSS Screening Results Tool, utilization of the Intervention Matrix, and MTSS conferences for Tier 2.		Debbie Sheron	06/11/2021	
<i>Notes:</i>					
	<b>A4.03</b>	<b>Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		As of September 2019, Franklinville is an implementation school for MTSS. We have an MTSS team that meets regularly to discuss students with academic and behavioral needs, although we are still using the discrepancy model to identify students for exceptional children's services. As the state transitions away from the discrepancy model, Franklinville is working toward using the tiered intervention structure to identify students for EC services.	Limited Development 09/15/2019		
<i>How it will look when fully met:</i>		When this objective is fully met, Franklinville Elementary will be effective at implementing and utilizing the MTSS (RTI) model for identifying students as EC. Students in each tier of MTSS will be matched to high-quality interventions that are frequently monitored. Adjustments will be made to instruction based on student response to the intervention. Finally if a student fails to make progress despite increasing the frequency and intensity of interventions, then a referral will be made for special education. This will require frequent collection and analysis of data.		<b>Bonnie Lanham</b>	<b>06/11/2021</b>
<b>Actions</b>			<b>8 of 9 (89%)</b>		
9/15/19	Establish Cardinal Time (enrichment and remediation block) for all students at Franklinville within the master schedule.	Complete 08/26/2019	Angela Harris	08/26/2019	
<i>Notes:</i>					
9/15/19	Incorporate an additional day (every second week) for PLCs to discuss students within Tier 1 of the MTSS model.	Complete 10/01/2019	Angela Harris	10/01/2019	

<i>Notes:</i>				
2/18/20	The administrative team will go to Trindale Elementary to observe the PLC and MTSS process. Special attention will be given to the integration of MTSS and how to streamline both processes.	Complete 12/10/2019	Debbie Sheron	12/10/2019
<i>Notes:</i>				
2/18/20	Create a document that clarifies the different tiers in MTSS including when and where to discuss, time allotted, duration, groupings, type of interventions, parent notification, paperwork, and data tracking.	Complete 02/10/2020	Elisabeth Bernhardt	02/10/2020
<i>Notes:</i> We will continue to add things to this document as needed.				
2/18/20	The administrative team will meet with Laurie Sypole to discuss the plans for moving forward with MTSS and clarify any misconceptions.	Complete 02/24/2020	Debbie Sheron	02/24/2020
<i>Notes:</i>				
9/15/19	MTSS team members will participate in the MTSS online training modules provided by DPI as a group so that they can be discussed and implemented through established teaming structures.	Complete 06/08/2020	Debbie Sheron	06/08/2020
<i>Notes:</i>				
9/15/19	Develop a working document that includes information about students that are in the different MTSS tiers.	Complete 06/08/2020	Debbie Sheron	06/08/2020
<i>Notes:</i>				
9/15/19	Provide professional development for teachers on the MTSS process using the Shelley Moore training with Angela Harris	Complete 06/08/2020	Debbie Sheron	06/11/2020
<i>Notes:</i>				
9/18/20	Hold ongoing individual conferences with teachers to assist in aligning interventions to student needs.		Debbie Sheron	06/11/2021
<i>Notes:</i> The lead teacher and principal will guide teachers through the tiers of instruction to determine the needed frequency and intensity of interventions. In this conference, we will examine students' responses to interventions and make adjustments accordingly.				
<b>A4.04</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	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	Full Implementation 09/22/2020		

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. Positive Support Interventions and Support (PBIS )is in place in order to provide consistent expectations for every area in the building (cafeteria, hallway, classroom, bus, and bathroom). Teachers 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). Teachers revisit these plans as needed throughout the year. Teachers establish routines and procedures during the first week of school and revisit them 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. Teachers provide picture schedules, behavior charts, or schedules for students who need the extra support of daily /hourly reminders on an individual basis.

A4.05	<b>ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	Franklinville is implementing programs to help teach prosocial behaviors. These programs allow teacher to teach the prosocial behaviors and allow students the opportunity to practice. Currently, the programs are Second Step, Olweus, and Teachtown. We also follow the PBIS framework to reward student's positive social behavior.	Limited Development 09/18/2018		
	Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	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	<b>Objective Met 09/22/20</b>	<b>Beth McCallister</b>	<b>06/07/2019</b>

		social/emotional needs of the classroom. At full implementation, students will be actively using what they have learned.			
<b>Actions</b>					
	9/18/18	Conduct training for Kindergarten and First grade teachers by October 10th in Teachtown.	Complete 10/12/2018	Beth McCallister	10/10/2018
<i>Notes:</i>					
	9/18/18	The EC teacher and the school counselor will utilize the Teachtown program with small groups of students in grades 2nd-5th based on needs as they arise.	Complete 05/01/2019	Beth McCallister	06/07/2019
<i>Notes:</i>					
	9/18/18	Implement the Teachtown program with Kindergarten and First grade students.	Complete 05/01/2019	Beth McCallister	06/07/2019
<i>Notes:</i>					
<b>Implementation:</b>			09/22/2020		
<b>Evidence</b>		9/17/2019 Teaching social skill lessons K-5 is an embedded practice by all teachers in all grade levels. Lesson plans are evidence that all teachers teach these lessons each week.			
<b>Experience</b>		9/17/2019 Kindergarten and first grade teachers and students both absolutely love the Teachtown program for teaching pro-social behaviors. Teachers refer to the characters and the lessons learned throughout the day. Once reminded, students are able to self-regulate and adjust their behavior. The characters serve as role models for our students to emulate. With PBIS, we continue to teach, model and reward positive social skills.			
<b>Sustainability</b>		9/17/2019 Teachers will need to continue social skill instruction through the use of Teachtown, Olweus and Second Step. They will need to continue to help students with sharing, helping and cooperation as situations arise. Teachers will continue to PBIS lessons to teach appropriate behaviors providing activities to help students learn.			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		All teachers continue to be 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.	Full Implementation 09/21/2020		

	<p>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. Since this goal was marked fully implemented, we have continued to address student's emotional states by having staff participate in Social Emotional Learning (SEL) training on a volunteer basis. We have also adopted a SEL universal screener to monitor all students' emotional state. The screener will be used in conjunction with the MTSS Screening Results Tool where we look at emotional, academic and attendance to determine students at-risk.</p>			
<p><b>A4.09</b></p>	<p><b>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)</b></p>	<p><b>Implementation Status</b></p>	<p><b>Assigned To</b></p>	<p><b>Target Date</b></p>
<p><i>Initial Assessment:</i></p>	<p>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.</p>	<p>No Development 09/11/2018</p>		
<p><i>How it will look when fully met:</i></p>	<p>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</p>		<p><b>Ami Meadows</b></p>	<p><b>06/08/2021</b></p>

attendance and academic performance will improve. We will have a plan to share the data with key stakeholders with the school and district.

<b>Actions</b>		<b>4 of 6 (67%)</b>			
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.		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	06/11/2021	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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 will adapt these embedded practices for our current situation of Covid-19 and remote students.	Full Implementation 09/22/2020		

	A4.21	The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	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			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	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.	<b>Objective Met 09/19/20</b>	<b>Beth McCallister</b>	<b>06/08/2019</b>	
<b>Actions</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.	Complete 06/07/2019	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.	Complete 06/07/2019	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.	Complete 07/08/2019	Angela Harris	06/08/2019	
<i>Notes:</i> This program emphasizes the building of relationships with students.					

9/11/19	Teachers will teach an Olweus, Second Step, and or Teachtown lesson at least once a week to address the emotional/social needs of the classroom.	Complete 06/07/2019	Beth McCallister	06/08/2019
<i>Notes:</i>				
<b>Implementation:</b>		09/19/2020		
<b>Evidence</b>	9/17/2019 Teachers use the rewards with our students. Students are excited to receive "Feather Cards" and Cardinals. The number of referrals has decrease since implementing PBIS. Second Step and Olewus lessons provide needed instruction in social and emotional learning. Teachers provide daily opportunities to apply the newly learned skills to real life situations.			
<b>Experience</b>	9/17/2019 Since beginning PBIS in 2017, our data shows a reduction in the number of students sent to Rethink and Redirect (in school time out). We have "raised the praise" by rewarding students who follow the expectations and model for others the appropriate behaviors for others.			
<b>Sustainability</b>	9/17/2019 We need to develop a multi-year implementation plan to continue the program to fidelity. Part of this plan involves sending teachers to the module 2 and 3 training session of the PBIS program.			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The LEA has a LEA support and improvement team.	Full Implementation 10/05/2019		
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The School Improvement Team consists of team members that represent all departments of the school. Members have a shared vision and work together to contribute ideas and assistance, complete goals, and improve the school.	Full Implementation 09/22/2020		

	B1.06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	As of September 2019, the school's leadership team at Franklinville meets on a regular basis. The team discusses the school's progress toward meeting the goals outlined in the school improvement plan. The team analyzes different pieces of data quarterly.	No Development 09/15/2019			
<i>How it will look when fully met:</i>	When this objective is fully met, the leadership team at Franklinville will analyze data on a regular basis to set goals for student learning. Data analyzed will include beginning of year data, benchmark data and end-of-year data. The lead teacher, the principal and the Assistant Principal will be responsible for compiling the data for the team to review. End-of-year data will be used at the beginning of every school year to set goals for student learning for the whole school. These goals will then be revised throughout the year based on new data from benchmarks. Eventually this data analysis will also encompass operational data that monitors the functioning of the school's systems, including policies and procedures, schedules, programs, classroom observation data, and surveys.		Elisabeth Bernhardt	06/08/2021	
<b>Actions</b>		<b>1 of 3 (33%)</b>			
9/15/19	The School Improvement Team will set goals for student achievement at the beginning of the year based on end-of-year data.	Complete 10/01/2019	Angela Harris	10/01/2019	
<i>Notes:</i>	These goals will be shared with grade level teams in PLCs to help grade levels determine a plan to support the achievement of these goals.  What can your grade level do/implement to help our school achieve this goal?				
9/15/19	The School Improvement Team will analyze data quarterly to determine progress toward meeting the school's learning goals.		Debbie Sheron	06/11/2021	
<i>Notes:</i>	K-2 PLC teams will begin using Istation data and running record data to compare the two for reading. K-2 will look at the HMH Universal screener for math. 3-5 will be using Benchmark data.				
9/15/19	The School Improvement Team will adjust the school's learning goals as necessary based on quarterly benchmark data.		Debbie Sheron	06/11/2021	
<i>Notes:</i>					

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		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<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.	<b>Objective Met 09/21/20</b>	<b>Elisabeth Bernhardt</b>	<b>06/07/2019</b>
<b>Actions</b>					
	9/18/18	The PBIS team will create an agenda and keep minutes for each meeting.	Complete 06/07/2019	Jennifer Collier	06/07/2019
<i>Notes:</i>					
	9/18/18	The Parental Engagement team will create an agenda and keep minutes for each meeting.	Complete 06/07/2019	Elisabeth Bernhardt	06/07/2019
<i>Notes:</i>					

9/18/18	In an effort to provide larger blocks of time for monthly review of student learning data, PLC teams will meet an additional time twice a month. Additional time will also be scheduled after benchmarks to give time for PLC teams to dig into the data and make instructional decisions.	Complete 06/07/2019	Debbie Sheron	06/07/2019
<i>Notes:</i>				
<b>Implementation:</b>		09/21/2020		
<b>Evidence</b>	9/11/2019 Each team has agendas and minutes and operates by their assigned role.			
<b>Experience</b>	9/11/2019 Making agendas and keeping minutes for all meetings has now become an embedded practice with all of our committees.			
<b>Sustainability</b>	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.			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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	

<b>How it will look when fully met:</b>	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.		<b>Debbie Sheron</b>	<b>06/08/2021</b>
<b>Actions</b>		<b>10 of 12 (83%)</b>		
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 hold individual conference with teachers to walk them through the MTSS process as they work with students from their at-risk list based on data from the MTSS Screening Tool.		Debbie Sheron	06/11/2021
<i>Notes:</i> This effort will allow the principal to be personally involved with colleagues in crafting, implementing, and monitoring assessment systems at the classroom and school levels.				
9/18/20	The principal will focus on rigorous activity as it pertains to all student learning including remote learning.		Debbie Sheron	06/11/2021
<i>Notes:</i>				
<b>Implementation:</b>		09/18/2020		
<b>Evidence</b>	9/15/2020			
<b>Experience</b>	9/15/2020			
<b>Sustainability</b>	9/15/2020			

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	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		
<b>How it will look when fully met:</b>	All student data is used to drive instruction. Growth in all sets of data (mClass/IStation/Fountas Pinnell, benchmarks, CFAs, etc.)		<b>Natalie Harris</b>	<b>06/08/2022</b>
<b>Actions</b>		<b>11 of 13 (85%)</b>		
9/24/17	Using the results of the K-2 math assessments, teachers will analyze the data to determine student mastery and next steps for instruction.	Complete 02/01/2018	Annie Benson	02/28/2018
<i>Notes:</i>				
9/24/17	4th and 5th grade teachers will analyze NC Check-In data quarterly to determine student mastery and plan remediation/enrichment accordingly.	Complete 06/07/2018	Annie Benson	04/13/2018
<i>Notes:</i>				
9/24/17	K-5 teachers will delve into mClass data. Mrs. Harris and Mrs. Sheron will facilitate the "Digging Deeper Day". By analyzing the data on an individual basis, we will discover where to provide targeted instruction.	Complete 10/05/2017	Angela Harris	05/25/2018
<i>Notes:</i>				
9/24/17	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.				
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.				

6/18/18	To create a more efficient way to track student progress and provide intervention ideas to teachers, PLC's will follow a cyclical process based on Marzano's and Dufour's work on effective PLC's. Data will be analyzed during PLC's with an emphasis on monitoring student progress towards academic achievement goals.	Complete 09/07/2018	Angela Harris	09/09/2018
<i>Notes:</i> Charts will be created and posted to help keep our PLC discussion student focused.				
9/11/18	A poster of the PLC cycle will be created and displayed with a way to illustrate where grade levels are within the process.	Complete 09/10/2018	Angela Harris	09/21/2018
<i>Notes:</i>				
9/11/18	During PLC's at the beginning of the year, have teachers determine which reading and math standards are the "Power Standards" for the upcoming school year.	Complete 09/20/2018	Elisabeth Bernhardt	09/21/2018
<i>Notes:</i> This work will be revisited throughout the school year as more information becomes available. (Reading 3D, NC Check-in, EOG, etc.)				
9/11/18	A behavior and attendance data wall will be created to collect information throughout the school year on at-risk students.	Complete 10/04/2018	Elisabeth Bernhardt	10/12/2018
<i>Notes:</i>				
9/24/17	Mrs. Sheron, Mrs. Harris, and the lead teacher will work with PLC teams to create Common Formative Assessments (CFA). A variety of ideas for formative assessments that can be used in classrooms daily will be shared at PLC meetings.	Complete 05/20/2019	Debbie Sheron	05/18/2019
<i>Notes:</i>				
9/11/18	Create a reading data wall where student progress is monitored every 6-8 weeks.	Complete 06/07/2019	Elisabeth Bernhardt	06/08/2019
<i>Notes:</i>				
9/17/19	The school leadership team will delve deeply into school wide data to make decisions about school improvement and drive professional development. Focus will be on using the data to determine "what to do next."		Elisabeth Bernhardt	06/08/2022
<i>Notes:</i> This has been done in the past but it has not reached the level that has precipitated change in allocation of resources or professional development.				
9/18/20	Administrators will collect data from classroom walk-throughs and share with the leadership team to identify patterns of professional		Debbie Sheron	06/08/2022

	practice and to determine professional development topics and plan strategies for school improvement.			
<i>Notes:</i>				
<b>C2.03</b>	<b>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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.		<b>Darlene Parsons</b>	<b>06/08/2022</b>
<b>Actions</b>		<b>3 of 5 (60%)</b>		
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 to address remote learning.		Ami Meadows	06/11/2021

*Notes:* 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

06/08/2022

*Notes:*

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
KEY	C3.04	<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 10/05/2019		

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
KEY	E1.06	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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	Limited Development 04/18/2017		

	performances are incorporated in most Title I nights and PTO meetings to entice parent participation.			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<b>How it will look when fully met:</b>	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 09/22/20</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
	<i>Notes:</i> 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
	<i>Notes:</i>			
<b>Implementation:</b>		09/22/2020		
<b>Evidence</b>	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.			
<b>Experience</b>	4/30/2018 The additional action steps have helped us to extend our reach to parents and community members.			
<b>Sustainability</b>	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			

<p>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.</p>			
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School: Franklinville Elementary

School Year: 2020-2021

Local Board Approval Signature: \_\_\_\_\_

**SCHOOL IMPROVEMENT TEAM MEMBERSHIP**

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

Committee Position	Typed Name	Signature	Date
Principal	Debbie Sheron		
Assistant Principal	Vacant		
Kindergarten Representative	Natalie Harris		
First Grade Representative	Addie Snotherly		
Second Grade Representative	Jennifer Trogdon		
Third Grade Representative	Christy Moon		
Fourth Grade Representative	Kimberley 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	Jessica Powell		
Reading Specialist Representative	Darlene Parsons		



## NCStar/SIP Mandatory Components

School Name: Franklinville Elementary School

School Year: 2020-2021

### 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. Teacher's assistants, office staff, and administration can cover for teachers as needed.

### 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 classroom 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.

In the past, we have held parent activities during Kindergarten screening in order to give them ideas and activities for helping their child before entering school. Fifth graders take tours of the middle school at the end of the 5th grade year to help with this transition. Second and third grade teachers meet to discuss and compare curriculum expectations of both grade levels. Teachers look for places where gaps occur and work to create alignment to smooth the transition between the two grade levels. Transition Night takes place in April. Parents will learn about the grade 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.

