

# FRANKLINTON ELEMENTARY SCHOOL

## ENROLLMENT

466

## PERFORMANCE SCORE & GRADE

51

D

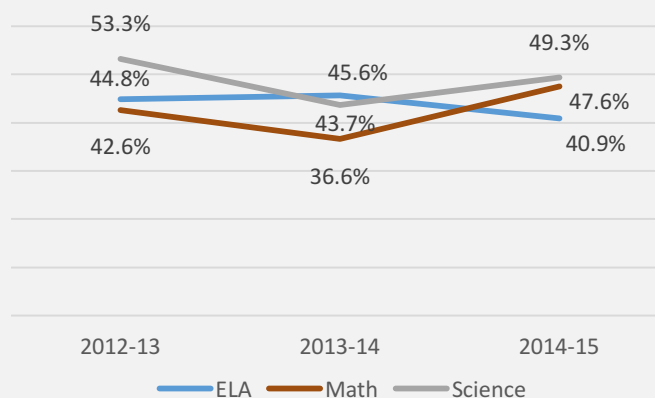
## SCHOOL GROWTH

MET

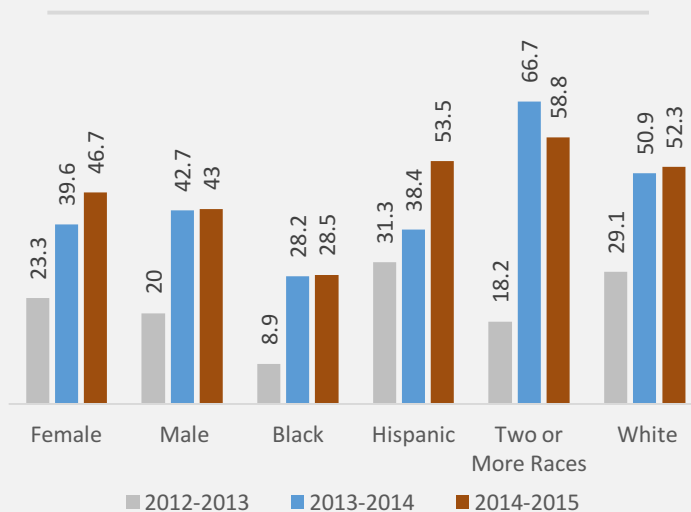
### Three Year Trend Data Analysis

Franklinton Elementary School's three year trend data reveals slight gains in Mathematics and a significant increase in proficiency of 20 percentage points or higher for male and female students. Overall, subgroup performance is increasing, yearly. Students identified as "Two or More Races" experience the greatest gains from 18.2 to 58.8. Students are in attendance more than three years prior. The need to focus improvement efforts on decreasing short term suspensions and increasing ELA, Mathematics and Science outcomes exists.

### PERFORMANCE TRENDS



### SUBJECT COMPOSITE



### SUBGROUP COMPOSITE

### DISCIPLINE

SCHOOL YEAR	SHORT TERM SUSPENSIONS	LONG TERM SUSPENSIONS
2014-15	50	3

### ATTENDANCE

2012-13	2013-14	2014-15
94%	97%	97%

**School Improvement Plan  
Franklin County Schools**

**Franklinton Elementary School**  
**Carol Davis, Principal**

**School Mission:** Students Today... Leaders Tomorrow

**School Vision:** Franklinton Elementary School will strive to promote college bound, career ready, 21st Century students.

**Performance Score:** 51

**Performance Grade:** D

**Overall Growth:** -0.28

**Overall Growth Status:** Met

Measurable Goals	Strategies/action steps to meet goal	Person(s) responsible monitoring/reporting	Timeline for monitoring/reporting	Artifacts
<b>Goal 1:</b> By June 2016, increase Performance Score from 51 to 55 and meet or exceed growth	<p>Use data to drive instruction:</p> <ul style="list-style-type: none"> <li>Implement data walls and conduct bi-monthly meetings with administration to discuss data</li> <li>Use pre/post assessments formally and informally</li> <li>Monitor student progress on Mclass: <ul style="list-style-type: none"> <li>10th day for red</li> <li>20th day for yellow</li> <li>Once per 9 weeks for yellow and green/blue</li> </ul> </li> </ul> <p>Implement rigorous curriculum plans</p> <ul style="list-style-type: none"> <li>Utilize ELA, Math, and Science RCD units</li> <li>Collaborate on RCD units during PLCs</li> </ul>	K-5 Teachers, Principal, Assistant Principal, Instructional Technology Coach	Quarterly	<p>Data wall displayed</p> <p>PLC and PD agendas and meeting rosters</p> <p>Minutes from bi-monthly meetings with administration</p> <p>EQs posted and noted in lesson plans</p> <p>Lesson plan check for RCD unit incorporation</p>

Measurable Goals	Strategies/action steps to meet goal	Person(s) responsible monitoring/reporting	Timeline for monitoring/reporting	Artifacts
	<ul style="list-style-type: none"> <li>• Provide (administrators) feedback during walkthrough visits</li> <li>• Post Essential Questions for students to view</li> <li>• Adhere to 90 minutes of math and ELA instruction</li> <li>• Collaborate daily during common team planning on Math and RCD units</li> </ul> <p>Offer professional development offerings focused on increasing rigor in math and literacy</p> <ul style="list-style-type: none"> <li>• Observe peers during ELA and Math block</li> <li>• Offer MTSS and Delta training</li> <li>• Offer training to K-2 teachers on Fountas and Pinnell</li> <li>• Offer training on technology integration</li> <li>• Utilize district program specialists to provide workshops in math, ELA, and science</li> </ul>			
<b>Goal 2:</b> All students will	Provide ongoing training in the core areas of 21st Century education	K-5 Teachers, ITC, Principal, Business	Quarterly	PD agenda and rosters

Measurable Goals	Strategies/action steps to meet goal	Person(s) responsible monitoring/reporting	Timeline for monitoring/reporting	Artifacts
demonstrate 21st Century skills (i.e. integration of technology and arts, literacy, speaking, and service) that will ensure they are career and college ready.	<ul style="list-style-type: none"> <li>• Offer training on the use of Google docs</li> <li>• Provide additional training in the area of Arts integration within classroom instruction</li> <li>• Participate in digital learning activities with the technology team</li> <li>• Utilize guest speakers and community members to support the development of 21st Century learning skills</li> <li>• Expose students to learning opportunities via field trips and local activities</li> <li>• Participate in the Hour of Code during Digital Learning week</li> <li>• Promote CCR and RCD units that integrate technology</li> </ul> <p>Develop students as leaders</p> <ul style="list-style-type: none"> <li>• Assign responsibilities within the classroom</li> <li>• Promote student ownership of learning via student data notebooks</li> <li>• Promote character development and provide PBIS incentives</li> </ul>	Partners		<p>List of guest speakers/community members and their contributions</p> <p>Field trip lists and connectivity to essential learning</p> <p>List of opportunities in which students are allowed to show leadership</p>

Measurable Goals	Strategies/action steps to meet goal	Person(s) responsible monitoring/reporting	Timeline for monitoring/reporting	Artifacts
	<ul style="list-style-type: none"> <li>Create opportunities for students to participate on committees</li> <li>Assign students to share announcements via intercom</li> <li>Offer drama, chorus and art classes to develop student's artistic talents</li> <li>Allow AIG students to serve as apprentices at Colonial Hearth Days</li> </ul> <p>Partner with NOVO</p> <ul style="list-style-type: none"> <li>Offer Novo-Stemville once a year</li> <li>Support student field trips financially</li> <li>Solicit community helpers to motivate students</li> </ul>			
<b>Goal 3:</b> FES will develop family and community feedback protocols, utilize results, and increase parent and teacher involvement in	<p>Continue and improve on feedback mechanisms</p> <ul style="list-style-type: none"> <li>Generate and distribute parent and staff surveys</li> <li>Offer report card information sessions</li> <li>Engage parents via Canvas</li> <li>Conduct home visits as needed</li> <li>Maintain Title I nights,</li> </ul>	Principal, School Improvement Team, Assistant Principal, PTA President	Quarterly	<p>Comparison data report from 2014 - 2015 to 2015 - 2016 of parent involvement offerings and parent participation</p> <p>PTA meeting</p>

Measurable Goals	Strategies/action steps to meet goal	Person(s) responsible monitoring/reporting	Timeline for monitoring/reporting	Artifacts
Title I, PTA, and parent activities.	<p>agendas/newsletters, phone call, and Remind 101 as communication mechanisms</p> <p>Analyze data collected via feedback mechanisms</p> <ul style="list-style-type: none"> <li>Gather data from varied data points: Star Math, Contact logs, staff meetings, school improvement team meetings, volunteer log, NCTWS, and classroom walkthroughs by administration and central office staff</li> </ul> <p>Increase teacher/parent involvement in PTA</p> <ul style="list-style-type: none"> <li>Generate opportunities for parents to volunteer (e.g. library, classrooms, office, field trips)</li> <li>Establish and offer theme nights with PTA</li> <li>Publish and distribute a monthly newsletter from administration and PTA</li> <li>Offer contests/competitions between classes</li> <li>Provide outreach opportunities</li> </ul>			<p>minutes and agenda</p> <p>Follow-up activities to disaggregated data</p> <p>Parent and Staff surveys and results</p>

Measurable Goals	Strategies/action steps to meet goal	Person(s) responsible monitoring/reporting	Timeline for monitoring/reporting	Artifacts
	via career fair			