

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.



District Goals for Franklin County Schools

District Goal 1: 95% of all FCS students will be reading and doing math at least on grade level by the end of the third grade by the year 2013.

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.
Goal 3 – North Carolina Public School students will be healthy and responsible.

District Goal 2: FCS will produce a graduation rate of 90% by the end of 2013.

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.
Goal 3 – North Carolina Public School students will be healthy and responsible.
Goal 4 – Leadership will guide innovation in North Carolina public schools.

District Goal 3: FCS dropout rate will be reduced to 3.5% by the end of 2013.

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.
Goal 3 – North Carolina Public School students will be healthy and responsible.
Goal 4 – Leadership will guide innovation in North Carolina public schools.

District Goal 4: At least 25% of all FCS students will enroll in at least one AP course during their high school careers.

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.
Goal 3 – North Carolina Public School students will be healthy and responsible.

District Goal 5: All FCS will be Schools of Distinction (performance composite 80%) by 2013.

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.
Goal 2 – North Carolina public schools will be led by 21st Century professionals.
Goal 4 – Leadership will guide innovation in North Carolina public schools.

District Goal 6: Schools will reduce their out-of school suspensions by 5% each school year.

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.
Goal 3 – North Carolina Public School students will be healthy and responsible.

District Goal 7: Schools will reduce their achievement gaps by 5% per each school year.

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.





PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

School Vision and Mission Statements for Franklinton Elementary

Vision:

We envision a school where administrators, teachers, parents, and students work collaboratively to implement school wide educational reform strategies, as needed, to improve teaching and learning in effort to close the achievement gap between high and low-performing learners.

Mission:

The mission of Franklinton Elementary School is to provide a curriculum and atmosphere that will allow the student to develop his/her academic skills and talents to the best of his/her abilities to become a globally competitive member of society.



School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-through/observations), and student learning (also from walk-through/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Franklinton Elementary was a school of high growth in 2009-2010. We have implemented PBIS in our school and have seen improvement in student behavior. Our staff has been actively involved in their staff development choices such as: Teacher Academy's Model Drawing/Problem Solving, SmartBoard training, and Reading Renaissance which they have implemented in their classrooms. All of our classrooms are equipped with SmartBoards to prepare our students for 21st Century skills. Our school also emphasizes the importance of physical well-being through our participation in Healthy Alliance and the Federal Fruit and Veggie Grant Program. All certified staff participate in Professional Learning Communities. Parent Representatives, grade level representatives, exploratory teachers, and teacher assistant representatives meet monthly for School Improvement. We continue to strive for excellence at FES.



2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Increasing parental support and involvement is very important to the success of our students at FES. We will continue to strive for uninterrupted instructional time during reading and math blocks.

3. What data is missing, and how will you go about collecting this information for future use?

We will continue to collect data from 3D wireless, benchmarks, 2010-2011 EOG scores for grades 3-5, EOY for K-2.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?
Cite relevant evidence from your analysis to support these priorities.

1. Increased Parental Involvement 2. Continual Improvement of EOG, EOY scores, and 3D Progress Monitoring.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Increase Reading and Math Scores to meet District Goals. Our overall Reading scores were 64.4% and Math scores were 70.8%

School Goal 1:	Franklinton Elementary School will produce globally competitive students with a focus on the areas of Reading and Math.
Supports this district goal:	95% of all FCS students will be reading and doing math at least on grade level by the end of the third grade.
Target:	African American population
Indicator:	EOY Data: K-2 Assessments and 3-5 EOG tests
Milestone date:	6/10/2011

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

	Strategy 1:	Strategy: Assess and analyze student data to determine curriculum needs in reading and math.		
		Action steps:		
		1. Benchmark Test Analysis		5. Writing Prompts
		2. 3D Wireless		6. ClassScape
		3. CPAA Analysis		7. EOG TestMaker
		4. PLC's		8. Reading Renaissance
	Strategy 2:	Strategy: Hold grade level meetings to analyze and plan differentiated lessons based on the data.		
		Action steps:		
		1. Weekly grade level meetings		5.
		2. SIT meetings		6.
		3.		7.
		4.		8.
	Strategy 3:	Strategy: Tutoring At-Risk students		
Action steps:				
1. Two remediation teachers hired to remediate K-5			5.	
2. YMCA tutors working in classrooms			6.	
3.			7.	
	4.		8.	

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding:

Review frequency: Quarterly

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

EOG scores, Benchmark results, ClassScape, 3D Wireless, CPAA, Interim Reports, and Report Cards.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Compare data from each nine weeks

What does data show regarding the results of the implemented strategies?



Act	Based upon identified results, should/how should strategies be changed?

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Provide 21st Century instructional leadership that promotes collaboration within the school environment and that facilitates continuous improvement through professional development.

School Goal 2: To provide FES staff professional development that will increase student achievement and performance.

Supports this district goal: All FCS will be Schools of Distinction (performance composite 80%) by 2013.

Target: FES Staff will participate in staff development that will lead them to be 21st Century Professionals.

Indicator: Professional Development CEU's.

Milestone date: 6/10/2011

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy 1:	Strategy: Provide staff development for teachers.	
	Action steps:	
	1. PLC's 2. K-5 County Staff Development 3. NCBT 4. Saxon Math for K-2	5. Teacher Academy 6. Cultural Diversity Training 7. Technology Training- 3D Wireless, Smart Board 8. Reading Renaissance

Strategy 2:	Strategy: Provide Staff Development for Teacher Assistants	
	Action steps:	
	1. Technology Training	5.
	2.	6.
	3.	7.
4.	8.	

Strategy 3:	Strategy:	
	Action steps:	
	1.	5.
	2.	6.
	3.	7.
4.	8.	

Plan/Do

How will we fund these strategies?

Funding source 1:	Select a funding source	Funding amount:	\$0
Funding source 2:	Select a funding source	Funding amount:	\$0
Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team: Administration, CRT, Staff

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Planning/Lessons, County and School Staff development sessions, Moodle postings, and PLC's.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?



Based upon identified results, should/how should strategies be changed?

Act



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Provide physical fitness, safety and healthy nutrition choices at FES.

School Goal 3:

Provide a healthy culture and learning environment that is conducive to learning, committed to a healthy, active lifestyle and making responsible choices.

Supports this district goal:

FCS dropout rate will be reduced to 3.5% by the end of 2013.

Target:

Students will participate in programs promoting healthy, active and safe citizens.

Indicator:

PE grades, Nutrition Menus, Food Logs

Milestone date:

6/10/2011

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1: Promote and implement school-wide programs for physical and mental activity.			
	Action steps:			
	Strategy 1:	1. Implement Energizers	5. Character Counts: Monthly Recognition Celebrations	
		2. Implement Morning Walking in Gym		6 .Group Guidance-divorce, death, anxiety, testing anxiety
		3. Provide Recess/Gym		7.
		4. Wellness Council		8.
	Strategy 2: Ensure safety for all students			
	Action steps:			
	Strategy 2:	1. Practice drills- bus, lockdown, fire and tornado	5. Walkie-Talkie used on playground	
		2. Computer System-Visitor Sign-Ins		6. Visits from police department
		3. Positive Behavior Intervention Support (PBIS)		7. Safety Patrols/Staff AM&PM duties
		4. Security Cameras		8 .Bullying/Anger Management lessons
Strategy 3: To promote healthy nutrition				
Action steps:				
Strategy 3:	1. Follow FC Wellness Policy Guidelines	5. Implemented the Biggest Loser for Staff		
	2. 2nd grade Nutrition Fair		6. PTA support for Biggest Loser	
	3. Alliance for Healthier Generation committee		7. Lesson Plans on Nutrition	
	4. Fruit & Vegetable Snack Grant		8. PTA sponsored Nutrition Night	



Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team: Administration, Staff, Students, Parents

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Physical Education grades, PE Awards, Crisis Management Plan, lesson plans, computer sign-in logs, safety drill record sheets, lunch menus, Healthy Alliance notebook.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Results of fitness tests, observations, surveys

What does data show regarding the results of the implemented strategies?





Based upon identified results, should/how should strategies be changed?

Act

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Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

To increase parental involvement at FES.

School Goal 4:

Our goal is to provide continuous professional development that enhances 21st Century skills, global connections, content, context and technology knowledge that increases teacher effectiveness through a partnership with parents, students, and the community.

Supports this district goal:

95% of all FCS students will be reading and doing math at least on grade level by the end of the third grade.

Target:

To increase parent and community involvement

Indicator:

attendance logs

Milestone date:

6/10/2011

Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy: To plan activities that will encourage parent and community involvement		
	Action steps:		
	Strategy 1:	1. Open House	5. Science, Math, EOG Night
		2. Reading Nights/Winter Wonderland	6. PTA Nights
		3. Fall Festival	7. Parent Conferences
		4. Cultural Arts Programs	8. Volunteer Appreciation Week
	Strategy: Increase Parent/School home connection		
	Action steps:		
	Strategy 2:	1. Weekly Newsletter	5. Bright Arrow
		2. Moodle	6. School Marque
		3. FCS and FES Website	7.
		4. Wake Weekly & Franklin Times	8.
	Strategy: Increase community involvement		
Action steps:			
Strategy 3:	1. Tutoring offered at local church	5.	
	2. YMCA tutors	6.	
	3. "Over 55 Worker" Program	7.	
	4.	8.	



Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team: Administration, CRT, Faculty, Staff, Students, Parents, Community Volunteers

Check

What data will be used to determine whether the strategies were deployed with fidelity?

News letters, sign-in sheets, agendas

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?





Based upon identified results, should/how should strategies be changed?

Act

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Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

To provide 21st Century Technology for all classrooms and labs.

School Goal 5:

Provide 21st Century planning that will adequately manage school resources, technology, and learning tools that will maximize student achievement.

Supports this district goal:

FCS will produce a graduation rate of 90% by the end of 2013

Target:

To provide all classrooms and computer labs with 21st Century technology.

Indicator:

Inventory Checklists

Milestone date:

6/10/2011

Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1:		Strategy: To provide resources in all classrooms and labs with 21st Century technology.	
	Action steps:			
	1.	Classroom computers and Computer labs	5.	Digital cameras
		Document cameras		Flip Camera Recorders
		Smart Boards		Smart Response
		Interactive carts		Mini Laptops
	Strategy 2:		Strategy: Teachers will use the 21st Century technology to extend the knowledge of students.	
	Action steps:			
	1.	ClassScape, PD360, NC FALCON	5.	Discovery Education
		3D Wireless Generation		Education City & CPAA
		Study Island		Moodle
		EOG Testmaker		Google Apps, Frames, and Webinars
	Strategy 3:		Strategy:	
Action steps:				
1.		5.		
			6.	
			7.	
			8.	

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding:

\$0

Review frequency: Quarterly

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?





Based upon identified results, should/how should strategies be changed?

Act

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Safe School Plan for Franklinton Elementary School

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

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

Dr. Edward Ingram, Superintendent: Carol Davis, Principal

Statement of Responsibility for the School District Superintendent

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

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: Refer to General Statutes for disciplinary actions for the Superintendent.



Statement of Responsibility for the School Principal

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

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: Refer to General Statutes for disciplinary actions for administrators.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Onnie Mitchell Burrell

Teachers: All Certified Teachers on Staff

Teacher Assistants: All Teacher Assistants on Staff

Other School Staff: All Support Staff

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Teachers will use both formative and summative assessments as well as teacher observation and discipline data to determine students' needs in both students at-risk of academic failure and/or disruptive or disorderly behavior. Once needs are identified, appropriate referrals are made to in-school and community resources to form a plan of action.



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

Tools used: Student Support Team, Personal Education Plan, Parent/Teacher/Administrator conferences, Remediation Programs, IEP Team, 504 Team, Staffing with outside community agencies, and School-Based Mental Health Therapy.

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

The service is not available for Franklin County Elementary Schools.



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

Goal: To improve school safety and order.

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target: At-Risk students : both academic and behavior

Indicator: Interims,report cards, discipline referrals, assessments, observation

Milestone Date: 6/15/2012

Target:

Indicator:

Milestone Date:

Target:

Indicator:

Milestone Date:

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
Deborah Greenblatt Training	Planned				
Blood Pathogens	Planned				
Medication at Schools	Planned				
McKinny Vinto	Planned				
Sexual Harrassment	Planned				
Positive Behavior Intervention Support (PBIS)	Planned				

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Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

Each school year, prior to students arrival the leadership Team of Franklin County Schools meet with local law enforcement and emergency agencies in the county for a "round table" discussion on the situations/problems that have been documented in Franklin County Schools.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

See the Franklin County Schools Crisis Management Plan.



Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
PBIS Monthly Character Trait Celebrations Parent Nights		

**School-based Management and Accountability Program
 Summary of School-based Waiver Requests
 Program Years: 2010-2011**

LEA or Charter School Name/Number: Franklin County Schools - 350

School Number(s)	Request for Waiver
	<p>1. Please describe the waiver you are requesting. Waiver of Class Size Regulations Grades 4-12</p> <p>2. Identify the law, regulation, or policy from which exemption is requested. 115.301</p> <p>3. State how the waiver will be used. Waiver will be used to allow class size to exceed the number allowed by law in grades 4-12, affording flexibility in scheduling and avoiding combination classes.</p> <p>4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan. Allows flexibility in scheduling with the option to keep class size at minimum in core areas to meet the individual needs of the students.</p> <p align="right">(Please duplicate this sheet as needed for additional waivers.)</p>

 Signature of Superintendent/Designee

 Date

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2010-2011**

LEA or Charter School Name/Number: Franklin County Schools - 350

School Number(s)	Request for Waiver
	<p>1. Please describe the waiver you are requesting. Assignment of K-2 Teacher Assistants</p> <p>2. Identify the law, regulation, or policy from which exemption is requested. Allotment Policy as adopted by the State Board</p> <p>3. State how the waiver will be used. Utilize teacher assistants in K-2 assignments no less than 51% of the time since their primary duties are to be fulfilled with K-2 teachers. Utilize teacher assistants in school wide supervision and activities for no more than 49% of the time.</p> <p>4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan. The flexible use of K-2 assistants will provide expanded personnel resources for teaching staff in providing student supervision for duty-free periods, staff development and other situations needing supervision. This allows time to plan for instructional strategies to meet the performance goals.</p> <p align="right">(Please duplicate this sheet as needed for additional waivers.)</p>

Signature of Superintendent/Designee

Date

