

Goal 1: Freshman Academy			
Priority Focus			
<b>Objective: All incoming ninth grade students will be members of the Franklinton High School Freshman Academy Program.</b>			
Target: Ninth grade students will take the majority of their classes through the Freshman Academy Program. Students will be on teams consisting of at least four teachers for their core area classes (English, math, science and social studies). The overriding goal will be to smooth the transition from middle school to high school by providing a safe, non-threatening environment with a comprehensive support network to enhance student success.			
Strategies	Deliverable(s)	Lead	Timeframe
Students will be placed into teams with common teachers for the team to the extent that scheduling allows.	Master schedule	Administrative team Guidance	End of June prior to each school year
All Freshman Academy teachers will share a common planning period to allow for team planning/discussion as well as common planning for subject area.	Master schedule Meeting logs	Asst. Principal in charge of Freshman Academy	Master Schedule – June 30 <sup>th</sup> Annually Team Mtg. Notes - Weekly
Freshman Academy Teacher Teams will select one teacher leader and one recorder per nine weeks period. These positions should be rotated among team members when possible. The team leader will lead team meetings while the recorder will be responsible for maintaining the team notebook.	Meeting Agenda Team Notebook	Freshman Academy Teachers FA Asst. Principal	During opening teacher workdays and each nine weeks thereafter
Freshman Academy Teams will meet Tuesdays and Thursdays during the 1 <sup>st</sup> 30 minutes of planning time. Each day will have a designated purpose. All information will be logged in their Team Notebook which will be monitored by the FA Asst. Principal. Ex. Critical Care Day to discuss progress of each student on the team and assign responsibilities for struggling students, Full Academy Teacher mtg. w/ FA Asst. Principal, Share plans for upcoming week to avoid resource conflict and overburdening students with major assignments, etc.	Team Notebook with carefully logged information regarding each meeting.	Team Leader FA Asst. Principal	Beginning during opening teacher workdays and continuing daily through the end of school
An administrator and a guidance counselor will be assigned to work with the Freshman Academy as a primary responsibility.	Duty list	Principal	June 30 <sup>th</sup> - Annually

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<p>A freshman meeting/activity will be held prior to the beginning of school for students and parents for the purpose of disseminating information and generating enthusiasm</p>	<p>List of students/parents attending</p>	<p>Asst. Principal Freshman Academy Faculty</p>	<p>August prior to the start of school</p>
<p>Incentives and activities for Freshman Academy students will be initiated throughout the school year. Example may include – T-shirts, signed cap &amp; gown for graduation commitment pledge, etc.</p>	<p>List of activities</p>	<p>Asst. Principal Freshman Academy Faculty</p>	<p>Ongoing</p>
<p>Freshman Seminar class will be taught as a part of the Freshman Academy. Topics taught in the class include Cornell Notes, organization skills, character education, writing skills, reading skills, test-taking skills, computer skills, etc.</p>	<p>Master Schedule Course Syllabi</p>	<p>CRT Freshman Seminar Teachers Honors English 9 Teachers</p>	<p>Annually</p>

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Goal 2: Formative Assessment			
<b>Objective: Teachers will regularly use formative assessments to assess students' learning and understanding of course material. Teachers will use the data generated from these assessments to adjust and improve instruction.</b>			
Target: Teachers will use formative assessment in their classrooms a minimum of one time every two weeks. Teachers will store a folder in their classrooms of formative assessment activities completed so that administrators or others may see documentation of desired state.			
Strategies	Deliverable(s)	Lead	Timeframe
Teachers will ask students for reflective feedback based on the day's lesson or objective. Teachers will use information to reteach non-mastery objectives.	Idea bank folder on school server  Teacher's lesson plans	Department chairs  Teachers	Ongoing
EOC and VOCAT instructors will use standardized benchmarks once per semester to check the progress of students. After the assessment, they will go over the results with students, explain test-taking strategies, and reteach core concepts. Teachers will also focus remediation efforts based on the individual assessment results.	Benchmark results	Curriculum Resource Teacher  Testing Coordinator  EOC Teachers	End of first 9 week grading period for each semester
Teachers will use ClassScape, an online formative assessment system, as one of the tools for regular formative assessments in the following areas: English I, Algebra I, Biology, US History, Geometry, Algebra II and Civics & Economics and other areas as they become available on ClassScape.	ClassScape login	Administrative team Teachers	Beginning August 25, 2008 and ongoing
Teachers will contribute to an "idea" bank for creative formative assessment techniques.	Idea bank folder on school server	Professional Learning Community (PLC)	Beginning August 25, 2008 and ongoing

**Goal 3: Plan for Struggling Students.**

**Priority Focus**

**Objective 3.1: Students and parents will become equal and active partners with the school in the educational process.**

Target: 80% of parents and students will have involvement in partnership opportunities including attendance at Open House and Report Card Pickup and by receiving Progress Reports.

Strategies	Deliverable(s)	Lead	Timeframe
Open House to be held annually. All students and parents invited to attend.	Open house schedule Parents will sign in for each teacher. Lists will be tallied for participation numbers.	Leadership team David Averette (AP)	Within the 1 <sup>st</sup> three weeks of school
Report Card Pick-Up will be held after the first grading period of each semester. The event will be held in the gym to give parents greater access to teachers by providing a centralized location for all teachers to be present and available. Teachers will be organized by department.	The number of report cards picked up on the designated nights and for the two week period following	Office Staff David Averette (AP)	Two weeks following each report card pick-up
Progress reports will be generated by teachers and distributed to students a minimum of every three weeks during each semester. Teachers will verify to administration by signature that progress reports were distributed. This will be indicated on the contact log as a line item.	Progress reports Teacher signature sheet	Teachers Administrative Team	Every three weeks during each semester

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<b>Objective 3.2: Students will be correctly placed in the appropriate courses prior to the 1<sup>st</sup> day of school.</b>			
Target: The number of drop-add requests will decline, and the majority of drop-add requests will be completed by the third day of the semester.			
<b>Strategies</b>	<b>Deliverable(s)</b>	<b>Lead</b>	<b>Timeframe</b>
All Drop/Add will be completed prior to the first day of school each school year so that class rosters are set on the first day of school.	Drop/Add schedule	Lead Counselor	Annually prior to the first day of school
EVAAS, EOC results, EOG results, parent/student requests and teacher advisement (with form) will be used to guide course selections.	Data from all named sources Completed forms	Counselors, Administrative Team	Completed by April 15 <sup>th</sup> - Annually
<b>Objective 3.3: All students will complete their assignments within the six week grading period.</b>			
Target: 85% of students will have no zeroes for all assignments.			
<b>Strategies</b>	<b>Deliverable(s)</b>	<b>Lead</b>	<b>Timeframe</b>
Students can make up late homework for a maximum of 80% credit with a teacher during designated remediation time (ex. morning, lunch time, after school, Friday remediation period) within two weeks.	Teacher Gradebook Progress Reports Posted remediation schedule, posted make-up policy	Administrative Team	Ongoing
After school remediation opportunities will be provided by all departments a minimum of three times per week.	Remediation Schedule	Department Chairs Principal	Prior to the 10 <sup>th</sup> day of school
Each Early Release Day and scheduled Late Arrival Day will be designated as a tutoring/remediation/schoolwork make-up day. In addition to these days, a day will be selected for the months without a calendar designated early release day and set aside for the same purpose.	Schedule placed on server and posted	Administrative Team	Designated date each month per school calendar
Teachers should use incentives to reward students for turning in homework on time (example: homework club members earn a homework pass, etc.).	Course syllabi to include incentives	Teachers Principal	Ongoing

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<b>Objective 3.4: Increase EOC scores in Algebra I</b>			
Target: Algebra I proficiency rate on EOC will meet or exceed 60%.			
<b>Strategies</b>	<b>Deliverable(s)</b>	<b>Lead</b>	<b>Timeframe</b>
EVAAS, EOG, and EOC data will be disaggregated by team as part of PLC work. The focus of PLCs for FHS will be targeted AYP subgroups as well as Priority Focus areas per our School Improvement (Turnaround) Plan.	Data	Teacher Team Leader FA Asst. Principal	Within 1 <sup>st</sup> three weeks of each semester
Freshman Seminar class will incorporate reading in the math content area in the curriculum.	Lesson Plans	Freshman Seminar Teachers	Within 1 <sup>st</sup> nine weeks of course
A year-long combination course split between Freshman Seminar and Introduction to Math will be incorporated into the Freshman Academy teaching matrix (45 minutes per class for 180 days). The purpose will be to provide math and reading instruction to lower performing students throughout the entire school year.	Course Matrix Lesson Plans	Principal Respective Teachers	Matrix complete prior to 1 <sup>st</sup> day of school Ongoing instruction
Instructional supply money will be used to purchase math manipulative materials for Algebra I and the bridge classes that feed Algebra I.	Budget Materials Inventory	Math Department Chair and Teachers Principal	Materials purchased within 1 <sup>st</sup> six weeks of school
The FHS Pyramid of Interventions (attached) will be used in a systemic manner to assist struggling students.	Pyramid of Interventions Document	Classroom Teachers and Guidance	Each six weeks as a minimum
A college homecoming event will be held to invite recent graduates back to FHS to speak to various gradelevels about the rigors and expectations of attending college.	List of graduates that participate and classes addressed	Guidance and CRTs	Second semester of each school year

Goal 4: Literacy			
<b>Priority Focus</b>			
<b>Objective 4.1: Students will regularly receive and engage in rigorous, in-depth academic work.</b>			
Target: Administrators will observe student engagement in rigorous academic work in 90% of classrooms when performing walkthroughs.			
Strategies	Deliverable(s)	Lead	Timeframe
Administrators will gauge rigor based on Bloom’s Taxonomy and will be looking for higher order thinking skills when conducting walkthroughs. Walkthrough evidence will be collected on a spreadsheet.	Spreadsheet	Principal Asst. Principals	Each six weeks
Administration/CRT will create a database (in teacher shared folder) of best practice projects that encourage original student work. Teachers through PLC’s will regularly contribute to this database and utilize these activities in their classrooms.	Best practice database	Administrative Team, PLCs, CRT	October 1, 2008
Students will produce at least 1 piece of original work per 6 weeks that incorporates a higher level thinking skill. (this could include MLA formatted writing assignment).	Student work products	Teachers  PLC	Ongoing

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<b>Objective 4.2: Students will be required to practice effective writing skills across the curriculum.</b>			
Target: The school will meet or exceed statewide scores on the 10 <sup>th</sup> grade Writing Test.			
<b>Strategies</b>	<b>Deliverable(s)</b>	<b>Lead</b>	<b>Timeframe</b>
Each teacher will use the writing center rubric which will incorporate basic standard written English.	Rubric posted on server	CRT Teachers	Ongoing
Teachers in all classes will incorporate at least two writing assignments each six weeks with at least one being an essay in graduation project format. (The first could be dealing with the Student Code of Conduct.)	Lesson plans	Teachers Administrators	Ongoing
A category will be included in the student of the month program to recognize students who have improved or excelled in writing skills in a particular class.	Announcement of recipients	Doris Davis-Williams	Monthly
The Writing Center is open and available to students and teachers. Students and teachers are encouraged to use the writing center.	Sign-in log	Teachers CRT	Ongoing
Freshman Seminar course will incorporate a unit on reading in the math content area	Lesson Plans	Freshman Seminar Teachers	Within the 1 <sup>st</sup> nine weeks of the course
Entering ninth grade students identified as not proficient in basic computer skills will be registered for an introductory computer course to assist in building computer literacy	Student Schedules	Guidance Staff	Prior to the beginning of school
Professional Development will be provided to assist teachers with understanding 21 <sup>st</sup> Century Learning Strategies with a focus on literacy. Resources utilized will include DPI's professional development website for Social Studies and other curriculum areas.	Attendance Log for Professional Development Activities	Administrative Team, Turnaround Team, CRTs	Completed by the end of the school year

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Goal 5: Professional Development			
Objective: Teachers and administration will work collaboratively to determine staff development needs of the faculty and staff.			
Target: At least 80% of staff will complete a survey detailing training options and needs used to help determine future staff development. Multiple opportunities for professional development will be offered to faculty/staff annually.			
Strategies	Deliverable(s)	Lead	Timeframe
Staff development opportunities will be based on survey results and other needs as determined by school and central office initiatives. Staff development will be focused on school improvement needs based on EOC and other data sources.	Survey results Staff development attendance logs	FHS Leadership Team	Survey to be completed prior to first day of school annually
Professional Development will be available during early release days as designated by the Franklin County Board of Education. 100% of faculty members will participate in 90% of the professional development opportunities provided.	Staff Development Attendance Log	Turnaround Team Principal CRTs	By the end of the school year
Reading Apprenticeship training offered for high school teachers (Trained FHS personnel will deliver instruction).	Attendance Log	In-house teacher leaders	Annually during monthly early release days
SmartBoard Training offered to teachers.	Attendance Log	Central Office	2010-2011
ClassScape formative assessment tool training.	Attendance Log	Technology Facilitator, CRTs	Annually
Moodle, teacher/parent/student/ communication software, training offered.	Attendance Log	Technology Facilitator	Annually
Time to Teach - classroom management training offered	Attendance Log	Principal	Annually
PLCs used to enhance instructional strategies through teacher collaboration.	Attendance Log	Principal	Twice per month - ongoing
Google Apps training offered to FHS staff	Attendance Log	Tech Facilitator	Annually

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<b>Goal 6: Processes and Procedures at Franklinton High School Promote Meaningful Student Learning</b>			
<b>Objective 6.1: Students will be encouraged to be present in class daily.</b>			
Target: 10% decrease in student absences from class (period by period) as measured at the end of each semester. 10% decrease in student failures due to attendance policy as measured at the end of each semester. 10% decrease in student tardies as measured at the end of each semester.			
<b>Strategies</b>	<b>Deliverable(s)</b>	<b>Lead</b>	<b>Timeframe</b>
Teachers provide incentives for attendance in class (ex=bathroom pass, homework pass, or other rewards). Criteria: 1 <sup>st</sup> 6 Weeks no more than 2 days absent—includes excused and unexcused absences; 2 <sup>nd</sup> 6 Weeks no more than 4 days absent (cumulative); 3 <sup>rd</sup> 6 Weeks no more than 6 days absent (cumulative)	Copy of course syllabi inclusive of incentives from each teacher on file in CRT's office by first day of school, verified by principal	Teachers, Department Chairs, CRTs, Principal	Annually – first day of school
Actively promote (by posting in your classroom on a poster) exam exemption policy and clarify criteria for exemption. Each teacher should explain criteria for exemption for his or her class, if applicable.	Posters, Website	Teachers, Office Staff, Webmaster	Annually – prior to the first day of school
Document parent contacts regarding student absences. Teachers will continue to record other parent contacts on their parent contact log.	Contact Logs – copy on file in principal's office by the 25 <sup>th</sup> of each month	Teachers, Principal	25 <sup>th</sup> of each month

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Strategies	Deliverable(s)	Lead	Timeframe
<p>Administration will contact parents daily via automated system. Teachers will contact parents via letter, phone or email after 3, 6, and 9<sup>th</sup> absences or more frequently if possible.</p>	<p>Phonemaster Log, Teacher contact log</p>	<p>Administrative Team, Teachers, Data Manager</p>	<p>Daily and at indicated number of absences</p>
<p>On the third incident resulting in suspension (ISS or OSS) and after each OSS assignment of level 4 or higher, students and parents will have a refocus visit with a counselor to discuss the reasons behind the ISS/OSS assignment and determine underlying issues that can be improved. Teachers and an administrator should be included in this required meeting if at all possible. This meeting should be scheduled by the student's assigned counselor and whenever possible should be held no later than the day the student returns to class. (Exceptions will be made if necessary for the parent who cannot attend a face-to-face meeting, such as a telephone conference call or a home visit.)</p>	<p>NCWISE discipline records Counselor's Log of completed meetings</p>	<p>Assistant Principal Guidance Counselors</p>	<p>Ongoing</p>
<p>Students who reach the 10th day attendance policy should meet with the teacher and parent to write a student improvement contract. If the terms in the contract are followed by the student, the Attendance Waiver Committee will grant the student the opportunity to complete course recovery either with NovaNet or with an individual teacher.</p>	<p>Attendance Contract</p>	<p>Teachers Attendance Waiver Committee</p>	<p>Ongoing as needed for individual students</p>
<p>The Guidance Counselors will monitor students that may benefit from the 21 credit diploma track. Students will be recommended based on, and following, all of the guidelines of this program as outlined in Franklin County School Board Policy.</p>	<p>List of Students assigned to 21 credit diploma track</p>	<p>Guidance Counselors</p>	<p>Ongoing as needed for individual students</p>

<b>Objective 6.2: Students will take advantage of available support programs.</b>			
Target: Guidance will produce one newsletter per month advertising available opportunities and support programs. <ul style="list-style-type: none"> <li>80% of students surveyed will rate the support programs useful and positive.</li> <li>70% of students eligible for course recovery will successfully recover the course credit.</li> </ul>			
<b>Strategies</b>	<b>Deliverable(s)</b>	<b>Lead</b>	<b>Timeframe</b>
Struggling students will be referred to the drop out prevention counselor.	List of referred students	Dropout Counselor	Ongoing
A Pyramid of Interventions is in place. At-risk students may be assigned a teacher mentor through the guidance department as a component of the intervention pyramid.	List of students and paired mentors	Dropout Counselor Guidance Teacher Sub-Committee	Ongoing
Guidance will organize support services and market the services effectively.	List of services	Lead Counselor	Ongoing
Students that have failed one or more classes will be encouraged to make a commitment to attend NovaNet Course Recovery each scheduled day and work diligently to complete the necessary modules.	Failure list NovaNet enrollment /Completer list	Guidance Course Recovery Program Coordinator	Ongoing
Students that have dropped out will be contacted and encouraged to re-enroll either in regular school or at the CEC/Evening School.	Dropout list/list of re-enrollees	Counselors/Data Manager	Ongoing, but special emphasis at the beginning of each school year

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<b>Objective 6.3: Opportunities will be provided for individualized instruction and remediation.</b>			
Target: Peer tutors will be recruited and utilized by teachers to provide individualized assistance to struggling students in core subjects.			
<b>Strategies</b>	<b>Deliverables</b>	<b>Lead</b>	<b>Timeframe</b>
The lead counselor will identify students to be recommended for peer tutoring program. Recommendations will be solicited from teachers and administration. Specific assignments will be made by the lead counselor. Teachers will encourage use of this opportunity.	List of peer tutors Peer tutor timesheet	Lead Counselor Assistant Principal (Averette)	Tutors identified within 1 <sup>st</sup> ten days of school. Tutoring timesheet collected and reviewed by Assistant Principal (Averette) at the end of each six weeks.
Teachers will pair struggling students with strong students for the purpose of peer assistance as a teaching strategy.	Lesson Plans	Teachers	As needed
<b>Objective 6.4: The FHS Framework for Action will be fully implemented each school year.</b>			
Target: 100% of the strategies written into the framework will be put into action annually.			
<b>Strategies</b>	<b>Deliverables</b>	<b>Lead</b>	<b>Timeframe</b>
The Leadership Team will review the FHS Framework for Action once per semester to ensure that all strategies are being fully implemented. Any deficiencies will be addressed immediately.	Framework	Principal	By the end of the 1 <sup>st</sup> nine weeks period of each semester
The FHS Framework for Action will be reviewed annually by the school improvement team and presented to the full faculty for input. The framework will be revised at this time to address areas in need of change	Framework School Improvement Team agendas	Principal School Improvement Chair	Annually

Goal 7: School Community – Leadership is shared among all stakeholders at Franklinton High School.			
Objective 7.1: Interest and participation in school activity among parents/students/teachers in the community will be evident.			
Target: Eighty percent of parents/teachers/students will be involved in at least one school activity.			
Strategies	Deliverable(s)	Lead	Timeframe
Increase community awareness of PTSA meetings and school events through advertisement using the automated phone service, First Thursday publications, the school website, monthly newsletter and Moodle.	PTSA membership list Calendar Marquee	Administrative Team Teachers	1-2 weeks prior to each meeting/event
The Student Leadership Team, comprised of a minimum of the president and vice president of each grade level, will meet with the principal to discuss school issues.	Meeting schedule Agendas	Principal	Meetings will be held a minimum of once per month
Create an open invitation for involvement in the PTSA and in school events through the website.	Website	webmaster	2-3 weeks prior to each event
A list of school involvement opportunities for the community will be generated including Booster Club, PTSA, School Leadership, Student Leadership and the Business Alliance and advertised electronically and in newsletters.	Website Moodle School Newsletter	CRT	Ongoing
FHS Spring Showcase will be held annually to encourage community involvement and awareness of programs and curriculum at FHS.	Showcase vendor participation list and student participation list	PTSA, FHS Business Alliance, Leadership Team, Principal, CRTs	Annually in Spring Semester
A career fair will be held annually with local business and industry representatives providing interaction and information to students.	Career Fair vendor participation list	FHS Business Alliance, Administrative Team	Annually

<p><b>Objective 7.2: Increase the School Improvement Teams’ role by having it serve as an advisory board to the school to strive to get parental involvement. (possibly have several different groups within the PTSA – fundraising, advisory, etc.) Community members who are not members of the PTSA will not be excluded from the advisory component.</b></p>			
<p>Target: The School Improvement team will be expanded to include more parents, students, and community members</p>			
Strategies	Deliverable(s)	Lead	Timeframe
<p>Involve the PTSA in school-wide decision making processes by increasing student/teacher participation and by giving them advisory capacity.</p>	<p>Formation of advisory committees</p>	<p>Administrative team PTSA officers</p>	<p>Ongoing</p>
<p>Joint PTSA and School Improvement Team meeting will be held once per semester to discuss school issues in an effort to involve more stakeholders in the decision-making process. Representatives from the Student Leadership Team will be included in these meetings.</p>	<p>Meeting Schedule Agendas Minutes</p>	<p>School Improvement Chair</p>	<p>Once per semester – no later than the end of the second grading period of the semester</p>

Goal 8: Professional Learning Communities - Franklinton High School is a professional learning community in which systematic and ongoing communication leads to quality instructional improvement.			
<b>Objective 8.1: Staff will choose their own groups and topics under PLC guidelines.</b>			
Target: 80% of the staff surveyed will give positive feedback about PLCs.			
Strategies	Deliverable(s)	Lead	Timeframe
PLCs will use a simplified format and reporting procedures.	Procedures posted on server and on Moodle	CRT Administrators	Ongoing
Staff will determine topics within school needs and group size (including selection of group by department or task) to stay within maximum/minimum size guidelines.	Meeting logs	Administrative team	Annually
<b>Objective 8.2: Staff will use PLCs to impact school achievement.</b>			
Target: There will be an increase in students' overall standardized test scores to achieve a composite proficiency rate of 70% on EOCs.			
Strategies	Deliverable(s)	Lead	Timeframe
Staff will utilize PLC strategies within the classroom and school environment.	Meeting logs Lesson plans	Administrative team Teachers	Ongoing
PLC groups will focus on the Priority Focus Goals as identified in the FHS Framework for Action.	PLC logs	Teachers	Ongoing
Staff will investigate and implement best practices of successful PLCs and add suggestion to best strategies folder	Meeting logs Lesson plans	Administrative team Teachers	Ongoing
