

Comprehensive Progress Report

Mission:

FCS Mission: To ensure all students are career ready and college prepared by designing and providing excellent and engaging learning opportunities.

Franklinton Elementary School will strive to promote learning for all children, while ensuring that all children will reach their potential. We believe ALL students can and will LEARN!

FCS Vision

Vision:

Excellence in Education

Franklinton Elementary Vision

“Creative Thinkers Today...Global Innovators Tomorrow”

Goals:

By June 2023, as measured by our EOG Math Composite Indicator, Franklinton Elementary will increase the overall math proficiency in grade 3 math to 66%.
By June 2023, as measured by our EOG Math Composite Indicator, Franklinton Elementary will increase the overall math proficiency in grade 4 math to 66%.
By June 2023, as measured by our EOG Math Composite Indicator, Franklinton Elementary will increase the overall math proficiency in grade 5 math to 66%.

By June 2023, as measured by our EOG Reading Composite Indicator, Franklinton Elementary will increase the overall reading proficiency for students in grade 3 Reading to 50%. By June 2023, as measured by our EOG Reading Composite Indicator, Franklinton Elementary will increase the overall reading proficiency for students in grade 4 Reading to 50%. By June 2023, as measured by our EOG Reading Composite Indicator, Franklinton Elementary will increase the overall reading proficiency for students in grade 3 Reading to 50%.

By June 2023, as measured by our EOG Science Composite Indicator, Franklinton Elementary School's student overall proficiency for 5th Grade Science will be at least 70%.



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|---|--------|--|-----------------------------------|-----------------|-------------|
| Effective Practice: | | High expectations for all staff and students | | | |
| KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | <p>The school has developed a School-wide Positive Behavior Support system. There is a PBIS Matrix posted in all classrooms along with the teachers class rules and regulations. The school begins each morning with announcements, which allows students and staff to chant the SOAR Expectations. FES follows the code of conduct for FCS and has developed a Student Parent Handbook that aligns with the schools PBIS expectations. However, all teachers DO NOT have a clear understanding of the discipline process. There is not enough “teaching” and reinforcing the rules & procedures which causes a breakdown in the process. We will measure the effectiveness of Indicator A 1.07 by increasing in the TWC area of students follow rules to 80%.</p> | Limited Development 10/25/2017 | | |
| <i>How it will look when fully met:</i> | | <p>Teachers would be fully trained at the school level and implement all steps in the PBIS discipline matrix. With 100% participation by all teachers, disciplinary incidents would decrease, which in turn would give more time on task and learning. Evidence that can be used are Educators handbook for tracking minor and major offenses, participation in PBIS events, and fewer office referrals and suspensions. Procedures and Rules would be displayed in all classrooms, as well as, the SOAR posters and Matrices. Student celebrations will be held monthly for students exhibiting the rules and procedures set forth in the school's code of conduct. The PBIS Expectations will be taught by providing teachers with lessons and continuously modeled with students for implementation success. Franklinton Elementary has developed a timeline for celebrations and a student store, which they can use points for purchases.</p> | | Roderick Boyles | 05/31/2023 |
| <i>Actions</i> | | | 0 of 5 (0%) | | |
| | 9/7/22 | Implement the Global Leaders PBIS Matrix to integrate the 10 global competencies | | Roderick Boyles | 05/31/2023 |

| | | | | |
|---------------|--|--|-----------------|------------|
| <i>Notes:</i> | | | | |
| 9/14/19 | PBIS Staff Kick-Off to provide PD that outlines SOAR expectations and methods of teaching them. | | Roderick Boyles | 08/26/2023 |
| <i>Notes:</i> | | | | |
| 9/14/19 | PBIS Student Kickoff to reinforce SOAR expectations as outlined in our PBIS Matrix and taught by teachers utilizing the 10 days of PBIS lesson plans. | | Roderick Boyles | 09/16/2023 |
| <i>Notes:</i> | | | | |
| 8/31/19 | Develop and implement monthly PBIS Raffle drawings. | | Roderick Boyles | 12/17/2023 |
| <i>Notes:</i> | | | | |
| 9/14/19 | Students will be able to attend the PBIS store throughout the school year. Students will be able to utilized PBIS points earned to purchase items in the store. Students can earn up to 25 points each week. | | Roderick Boyles | 12/18/2023 |
| <i>Notes:</i> | | | | |

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

| | | | | |
|----------------------------|---|--|--|--|
| Effective Practice: | Curriculum and instructional alignment | | | |
|----------------------------|---|--|--|--|

| | KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
|---|-----|-------|---|-----------------------------------|--------------|-------------|
| Initial Assessment: | | | Franklinton Elementary teachers meet together in grade level meetings to plan instruction based on the pacing guides and Rigorous Curriculum Design Units created from the district. Teachers were responsible for planning guided reading, guided math, interventions, small groups, and centers. Teachers would share lesson plans with coaches and administrators within Google to be reviewed and commented on. | Limited Development 09/19/2016 | | |
| How it will look when fully met: | | | At Franklinton Elementary, teachers and coaches access the RCD units to plan their lessons. They also will access the units to look at district wide assessments to help drive their lesson planning and grading. These units have standards based learning activities in them and those standards will be discussed in grade level planning meetings as well as Professional Learning Communities. Teachers will use Jan Richardson’s lesson plans to begin planning their guided reading groups. Coaches and administrators will review lesson plans. | | David Gentry | 05/22/2023 |
| Actions | | | | | | |
| | | | | | | |

Notes:

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|---|---------|---|-----------------------------------|-----------------|-------------|
| Effective Practice: | | Student support services | | | |
| KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Franklinton Elementary teachers are responsible for interventions and progress monitoring (Mclass) for MTSS based on Tier plans. 4th and 5th grades used Star Math and Reading for assessment and progress monitoring. Instructional Coach was responsible for checking required paperwork for interventions and signatures from parents. Coach would also be available for parent conferences. | Limited Development 09/26/2016 | | |
| | | Priority Score: 3 Opportunity Score: 3 | Index Score: 9 | | |
| <i>How it will look when fully met:</i> | | MTSS Lead Team will determine which elements of the FAM-S to focus on and connect to the SIT plan which would include elements lower than 50% implementation. The MTSS Coordinator will provide PD to teachers based upon FAM-S results. The MTSS PD will consist of understanding the overall framework of MTSS which includes evidence based strategies and three tiers of instruction. Franklinton Elementary teachers will meet with coaches and Principal monthly to determine if interventions and progress monitoring are occurring. Coaches and administrators will observe if interventions are being completed during intervention time and/or small group time on the master schedule. | | Hannah Bethea | 05/31/2023 |
| Actions | | | 0 of 3 (0%) | | |
| | 9/9/19 | Review Progress Monitoring using i-Ready resources for grades 4-5 Reading and K-5 Math and K-3 mClass. | | Hannah Bethea | 05/21/2023 |
| <i>Notes:</i> | | | | | |
| | 9/9/19 | SIT (MTSS Lead) Agendas | | Jamie Wilkerson | 09/18/2023 |
| <i>Notes:</i> | | | | | |
| | 8/31/19 | Establish monthly meeting dates to review MTSS paperwork and progress. | | Hannah Bethea | 10/30/2023 |

Notes:

| Implementation: | | 12/08/2017 | | |
|------------------------|---|------------|--|--|
| Evidence | 11/14/2017 Meeting minutes and MTSS paperwork. | | | |
| Experience | 11/14/2016 Each Grade level meets on Thursday to discuss student data and develop strategies to meet the needs of students at risk academically. | | | |
| Sustainability | 11/14/2016 Continue to meet weekly and analyze student achievement data and monitor student learning and mastery of standards. | | | |

| | KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
|---|--|-----------------------------------|---|-----------------------|-----------------------|--|
| Initial Assessment: | Teachers incorporate rules and procedures to have a learning environment. There are several people and strategies within our school to help students manage emotions (In class, administration, school counselor, another teacher). Teachers are not fully trained to handle emotional states of students, however, there are behavior interventions through PBIS and FAM-S to support all students. | Limited Development 09/19/2016 | | | | Priority Score: 3 Opportunity Score: 2 Index Score: 6 |
| How it will look when fully met: | Admin Team/Lead Social Worker will coordinate professional development that will enhance awareness regarding mental health/behavior issues. This will result in a decrease in office referrals and an increase in academic achievement. | | Roderick Boyles | 05/31/2023 | Actions | 0 of 2 (0%) |
| 8/31/19 | Staff will be trained in ACES and Deescalation. In addition, support staff will conduct individual, small group, and whole group lessons to support student's social/emotional needs | | Harolyn Harvey | 05/31/2023 | <i>Notes:</i> | |
| 8/31/19 | Ms. Harvey will facilitate a Bullying PD with all faculty and staff. The professional development will include the Franklin County School Bully Policy. | | Harolyn Harvey | 05/31/2023 | <i>Notes:</i> | |
| Implementation: | | | | | Evidence | 3/12/2017 The minutes from faculty meeting will document time on the agendas. |
| Experience | 3/12/2017 We have had a book study conversation at every faculty and staff meeting | | | | Sustainability | 3/12/2017 The staff continues to have table talk discussions about the book before every meeting. |

| | KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
|---|-----|-------|---|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | | Franklinton Elementary teachers and staff conduct an end of the year meeting in which grade level teachers will discuss and create rosters for the following school year which consists of ELA/Math levels, ethnicity, and individual needs of the students. Franklinton Elementary teachers and staff conduct vertical alignment meetings. | Limited Development 09/02/2019 | | |
| <i>How it will look when fully met:</i> | | | | | | |
| <i>Actions</i> | | | | | | |
| | | | | | | |
| <i>Notes:</i> | | | | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
|---|-------|--|-----------------------------------|-----------------|-------------|
| Effective Practice: | | Strategic planning, mission, and vision | | | |
| KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Franklinton Elementary teachers received support from the following district support: Crystal Williams, Mike Diez, Claudia Lanier (NC DPI), Turkessia Moore (Foundations), and other district leaders. District leaders would come to observe in the classroom and would come to provide feedback in Professional Learning Communities. There was support also with breaking down of data and other information. Professional development was offered from the district based on the needs of our schools. | Limited Development 09/26/2016 | | |
| <i>How it will look when fully met:</i> | | District leaders will provide model lessons, professional development, and peer support to enhance instruction. K-2 and 3-5 math teachers will attend Guided Math PD led by the District Math Specialist and FES Instructional Coach and implement strategies obtained during the PD during small group instruction. District ELA specialist will provide support with implemented structured Guided Reading lessons for all ELA teachers in grades K-5. District Science Specialist provides ongoing support to our grades 4 and 5 science teachers to support teachers with lesson planning support for effective science instruction. | | Jamie Wilkerson | 05/22/2023 |
| <i>Actions</i> | | | | | |
| Notes: | | | | | |

| | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To | Target Date |
|---|---------|---|---|-----------------------------------|-----------------|-------------|
| <i>Initial Assessment:</i> | | | Franklinton Elementary School has a School Improvement Team. The School Improvement Team consists of elected members from each grade level, paraprofessionals and parents. Each representative, administration and professional staff meet periodically throughout the year to discuss ways to improve our school environment, data, and community. | Limited Development 09/26/2016 | | |
| | | | Priority Score: 3 Opportunity Score: 3 | Index Score: 9 | | |
| <i>How it will look when fully met:</i> | | | The School Improvement Team follows the NCDPI School Improvement Implementation Guide. The School Improvement Team meets twice a month on Tuesdays to review school data, discuss academic progress, and student learning outcomes. The School Improvement Team is voted upon by all staff. The team consists of team members from all grade levels, paraprofessionals, parents, and administrators. Meeting time is used to analyze data, set goals and progress monitor goals . At Franklinton Elementary, the School Improvement Team consisting of grade level reps, administration, representatives from EC and specials, and instructional coaches would meet monthly to discuss Advanced Ed, FAM-S, and School Improvement Plan. Reps would take back pertinent information to their grade level. The School Improvement Team Meeting agendas are created in NCStar and evidences are store in our NCStar evidence folder provided by district leadership. | | Jamie Wilkerson | 05/31/2023 |
| Actions | | | | 0 of 3 (0%) | | |
| | 9/14/19 | Set a school wide Math, ELA, and Science goals based upon 2021-22 End of Grade Tests and monitor progress throughout the school year. | | | Jamie Wilkerson | 05/31/2023 |
| <i>Notes:</i> | | | | | | |
| | 9/14/19 | Discuss and review quarterly benchmark data to see how we are progressing towards our school wide goals. | | | Jamie Wilkerson | 05/31/2023 |
| <i>Notes:</i> | | | | | | |
| | 6/12/19 | Develop a calendar of SIT and MTSS monthly meetings | | | Jamie Wilkerson | 10/12/2023 |
| <i>Notes:</i> | | | | | | |
| Implementation: | | | | 12/08/2017 | | |

| | | | | |
|-----------------------|---|--|--|--|
| Evidence | 12/8/2017 FES scheduled the second Monday of each month as SIT meeting dates. | | | |
| Experience | 12/8/2017 FES has developed a monthly calendar of SIT meetings for the 2017-2018 school year. | | | |
| Sustainability | 12/8/2017 The School Improvement Team will continue to meet to discuss school data and professional development needs for enhancing student learning. | | | |

| | |
|-----------------------|--|
| Core Function: | Dimension B - Leadership Capacity |
|-----------------------|--|

| | |
|----------------------------|---|
| Effective Practice: | Distributed leadership and collaboration |
|----------------------------|---|

| KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
|-----|-------|--|-----------------------|-------------|-------------|
|-----|-------|--|-----------------------|-------------|-------------|

| | | | | |
|----------------------------|--|-----------------------------------|--|--|
| Initial Assessment: | Franklinton Elementary teachers, staff and administration conduct weekly PLC meetings to discuss data and develop plans to meet individual needs of students. Each grade level meets weekly to discuss and finalize lesson plans, data collection, interventions and any suggestions for the following week. | Limited Development 08/31/2019 | | |
|----------------------------|--|-----------------------------------|--|--|

| | | | | |
|-------------------|----------------------|----------------|--|--|
| Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | | |
|-------------------|----------------------|----------------|--|--|

| | | | | |
|---|--|--|---------------------|-------------------|
| How it will look when fully met: | Every teacher would consistently collect data and keep record, to present to the PLC team in a professional manner. PLCs will meet weekly to discuss data analysis and curriculum planning. Administrative team will help to guide the grade levels to meet the individual needs of all students. Lesson plans must reflect differentiation for the students in need as evidence with guided reading, guided math and small group instruction. Positive suggestions and guidance from the administrative team on lesson plans will help promote a stronger classroom instruction, which will in turn, move the students further. | | David Gentry | 05/31/2023 |
|---|--|--|---------------------|-------------------|

| | | | | |
|----------------|--|--------------------|--|--|
| Actions | | 0 of 4 (0%) | | |
|----------------|--|--------------------|--|--|

| | | | | |
|---------|--|--|-----------------|------------|
| 8/31/19 | Implement PLC Agendas for weekly meetings. | | Jamie Wilkerson | 05/22/2023 |
|---------|--|--|-----------------|------------|

Notes:

| | | | | |
|------------------------|--|------------|---------------|------------|
| 9/14/19 | The FES Leadership team provides teachers feedback weekly pertaining to lesson plans. Documentation will be evident through comments in google docs. | | Hannah Bethea | 05/31/2023 |
| <i>Notes:</i> | | | | |
| 10/2/19 | Utilizes district resources in Elementary Curriculum Instruction Canvas Course. | | Hannah Bethea | 05/31/2023 |
| <i>Notes:</i> | | | | |
| 9/14/19 | Teachers have at least one structured planning session once a week where they finalize weekly plans for the upcoming week. | | Hannah Bethea | 10/01/2023 |
| <i>Notes:</i> | | | | |
| Implementation: | | 11/09/2022 | | |
| Evidence | 11/9/2022 | | | |
| Experience | 11/9/2022 | | | |
| Sustainability | 11/9/2022 | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
|---|-------|---|-----------------------------------|-----------------|-------------|
| Effective Practice: | | Monitoring instruction in school | | | |
| KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | At Franklinton Elementary administrators are present and involved in PLC weekly meetings. Administrators also are monitoring lesson plans and conduct weekly walkthroughs. Teachers and staff are observed based on their evaluation status by administrators and peers as needed. | Limited Development 09/26/2016 | | |
| <i>How it will look when fully met:</i> | | At Franklinton Elementary, administration and instructional support (Instructional Coach/Reading Specialist) will be present and involved in PLC weekly meetings. Teachers will bring any needed items and be aware of the agenda before the meeting on Tuesday of each week. Administration and Coaches will have access to lesson plans. Administrators will be completing walkthroughs and observations according to State Regulations. Teachers will receive feedback from the walkthroughs and observations. | | Jamie Wilkerson | 05/22/2023 |
| Actions | | | | | |
| Notes: | | | | | |

| Core Function: | | Dimension C - Professional Capacity | | | |
|---|--------|--|-----------------------------------|-----------------|-------------|
| Effective Practice: | | Quality of professional development | | | |
| KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | At Franklinton Elementary administrators conduct classroom observations regularly and meet with staff to discuss their observations. Staff are given opportunities to add artifacts as well as to discuss their classroom practices. Staff are given opportunities for professional development throughout the county to better support their needs in their weaknesses. | Limited Development 09/26/2016 | | |
| | | Priority Score: 2 Opportunity Score: 3 | Index Score: 6 | | |
| <i>How it will look when fully met:</i> | | The School Improvement Team will set school wide academic goals in the areas of English Language Arts/Reading, Math and Science based upon state assessments. The School Improvement Team will review and utilize the data as a whole and disseminate the data into smaller parts based upon subgroups. The Admin Team will conduct weekly PLCs meetings to collaborate and discuss with teachers about their data that focuses on curriculum planning. Teachers will use the data to drive their instruction and develop guided math/guided reading groups. The Admin team will also conduct daily walkthroughs in between teacher observations based on their observation cycle. The Admin team will provide feedback to teachers in a timely manner. Evidence collected will be PLCs minutes, class assessment data and walkthrough data. | | Jamie Wilkerson | 05/31/2023 |
| <i>Actions</i> | | | 2 of 3 (67%) | | |
| | 9/2/19 | Create school improvement goals to increase student proficiency on the ELA/Reading, Math and Science state assessments. | Complete 09/17/2019 | Jamie Wilkerson | 10/01/2019 |
| | | <i>Notes:</i> | | | |
| | 9/2/19 | PLC minutes taken at each PLC meeting pertaining to data analysis that focuses on curriculum planning. | | Hannah Bethea | 05/31/2023 |
| | | <i>Notes:</i> | | | |
| | 9/2/19 | Create a walkthrough form to collect classroom observation data. | Complete 08/19/2019 | Roderick Boyles | 09/03/2023 |
| | | <i>Notes:</i> | | | |

| | | | | |
|------------------------|--|------------|--|--|
| Implementation: | | 12/08/2017 | | |
| Evidence | 3/12/2017 Reviewing student data from benchmarks and BOY, MOY and EOY will keep teachers focused on skills the students have not yet mastered. Keeping short cycle evaluations data will monitor student mastery as well. | | | |
| Experience | 3/12/2017 We have administering benchmarks every quarter. after each benchmark the school reviews the data and adjusts instruction. | | | |
| Sustainability | 3/12/2017 We will continue to have weekly data meetings to review student progress and adjust instruction. | | | |

| | | | | |
|-----------------------|---|--|--|--|
| Core Function: | Dimension E - Families and Community | | | |
|-----------------------|---|--|--|--|

| | | | | |
|----------------------------|--------------------------|--|--|--|
| Effective Practice: | Family Engagement | | | |
|----------------------------|--------------------------|--|--|--|

| KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
|-----|-------|--|-----------------------|-------------|-------------|
|-----|-------|--|-----------------------|-------------|-------------|

| | | | | |
|----------------------------|--|-----------------------------------|--|--|
| Initial Assessment: | Currently, teachers are sending home a bi-weekly folder with academic information to be signed by the parent/guardian. Also, code of conduct, parent handbooks are sent home for parents to review. Individual teachers conferences, notes sent home, newsletters, phone calls are other ways we communicate with parents. | Limited Development 09/26/2016 | | |
|----------------------------|--|-----------------------------------|--|--|

| | | | | |
|---|--|--|--------------|------------|
| How it will look when fully met: | The principal communicates weekly with parents and guardians through School Messenger. Teachers and staff will conduct parent conferences and communicate with parents through weekly folders/agendas. Progress reports and report cards will be sent on a regular basis. Teachers and staff will be able to communicate through School Messenger and through their personal Canvas pages. | | David Gentry | 05/21/2024 |
|---|--|--|--------------|------------|

| | | | | |
|----------------|--|--|--|--|
| Actions | | | | |
|----------------|--|--|--|--|

| | | | | |
|--------|--|--|--|--|
| Notes: | | | | |
|--------|--|--|--|--|