

Franklin County District Schools

Franklin County School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	24
Positive Culture & Environment	28
Budget to Support Goals	28

Franklin County School

1250 US HIGHWAY 98, Eastpoint, FL 32328

[no web address on file]

Demographics

Principal: Danielle Rosson

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: C (47%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Franklin County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	24
Title I Requirements	0
Budget to Support Goals	28

Franklin County School

1250 US HIGHWAY 98, Eastpoint, FL 32328

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

This plan is pending approval by the Franklin County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To inspire our students to soar with pride every day, offering the best of ourselves at every opportunity, and to lead with humility, understanding that our greatest accomplishments lie in working together to achieve excellence.

To accomplish our mission, we will seek and provide visionary leadership, work together as a team, focus our decisions and activities to provide the maximum learning opportunities for each student and employ sound fiscal management practices. Our mission will be realized in the context of a safe and positive environment that values the contributions and needs of individuals while working effectively with our Board, staff, parents, and community to achieve our vision of a brighter tomorrow for our students.

Provide the school's vision statement.

Having All students Working towards Knowledge and Success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Pender, Laurence	Principal	
Copley, Jaime	Assistant Principal	
Ward, Karen	Assistant Principal	
King, Laura	Administrative Support	MTSS Coach
Barber, Donna	Administrative Support	Reading Coach
Copeland, Melanie	School Counselor	
Hamm, Lacey	School Counselor	

Demographic Information

Principal start date

Wednesday 7/1/2020, Danielle Rosson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

71

Total number of students enrolled at the school

807

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	46	74	57	58	45	50	66	70	54	101	65	62	51	799
Attendance below 90 percent	31	31	29	24	16	25	22	11	10	42	30	19	17	307
One or more suspensions	0	0	0	0	0	0	1	1	0	0	1	0	0	3
Course failure in ELA	0	0	0	4	10	3	11	16	17	13	5	14	5	98
Course failure in Math	0	0	0	0	7	2	10	23	15	21	13	18	3	112
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	21	31	28	34	23	45	24	18	18	248
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	24	23	40	39	25	31	17	13	7	225
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	18	17	23	27	22	35	24	25	10	205

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	2	6	0	0	10	9	9	13	4	4	0	64
Students retained two or more times	0	1	0	1	2	2	8	9	7	15	6	5	2	58

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	55	60	55	58	59	73	56	67	96	72	73	43	836
Attendance below 90 percent	47	19	21	17	26	34	23	13	26	49	32	30	13	350
One or more suspensions	3	1	1	0	1	1	12	2	7	4	5	2	2	41
Course failure in ELA	0	0	1	2	6	3	6	9	10	12	13	6	11	79
Course failure in Math	0	0	1	2	7	6	6	2	4	10	16	12	7	73
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	21	29	18	29	33	23	20	8	188
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	15	29	22	25	23	22	12	5	158

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	1	2	13	21	35	18	28	36	34	20	14	225

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	2	3	0	3	5	8	6	15	8	6	2	62
Students retained two or more times	0	0	0	1	2	2	6	8	8	9	6	6	1	49

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	55	60	55	58	59	73	56	67	96	72	73	43	836
Attendance below 90 percent	47	19	21	17	26	34	23	13	26	49	32	30	13	350
One or more suspensions	3	1	1	0	1	1	12	2	7	4	5	2	2	41
Course failure in ELA	0	0	1	2	6	3	6	9	10	12	13	6	11	79
Course failure in Math	0	0	1	2	7	6	6	2	4	10	16	12	7	73
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	21	29	18	29	33	23	20	8	188
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	15	29	22	25	23	22	12	5	158

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	1	2	13	21	35	18	28	36	34	20	14	225

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	2	3	0	3	5	8	6	15	8	6	2	62
Students retained two or more times	0	0	0	1	2	2	6	8	8	9	6	6	1	49

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				34%	47%	61%	35%	57%	60%
ELA Learning Gains				41%	45%	59%	47%	53%	57%
ELA Lowest 25th Percentile				37%	42%	54%	46%	41%	52%
Math Achievement				31%	48%	62%	35%	68%	61%
Math Learning Gains				44%	48%	59%	46%	62%	58%
Math Lowest 25th Percentile				47%	45%	52%	43%	45%	52%
Science Achievement				34%	47%	56%	33%	60%	57%
Social Studies Achievement				42%	63%	78%	52%	86%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	50%	-13%	58%	-21%
Cohort Comparison						
04	2021					
	2019	32%	41%	-9%	58%	-26%
Cohort Comparison		-37%				
05	2021					
	2019	41%	49%	-8%	56%	-15%
Cohort Comparison		-32%				
06	2021					
	2019	25%	33%	-8%	54%	-29%
Cohort Comparison		-41%				
07	2021					
	2019	20%	38%	-18%	52%	-32%
Cohort Comparison		-25%				
08	2021					
	2019	33%	43%	-10%	56%	-23%
Cohort Comparison		-20%				
09	2021					
	2019	42%	39%	3%	55%	-13%
Cohort Comparison		-33%				
10	2021					
	2019	28%	29%	-1%	53%	-25%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	52%	-15%	62%	-25%
Cohort Comparison						
04	2021					
	2019	35%	40%	-5%	64%	-29%
Cohort Comparison		-37%				
05	2021					
	2019	22%	40%	-18%	60%	-38%
Cohort Comparison		-35%				
06	2021					
	2019	25%	39%	-14%	55%	-30%
Cohort Comparison		-22%				
07	2021					
	2019	34%	46%	-12%	54%	-20%
Cohort Comparison		-25%				
08	2021					
	2019	0%	0%	0%	46%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	45%	-12%	53%	-20%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-33%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	32%	33%	-1%	67%	-35%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	48%	-18%	71%	-41%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	59%	-2%	70%	-13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	25%	36%	-11%	61%	-36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	40%	-2%	57%	-19%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

MAP K-12

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	33	26	22	32	31	16	55		64	
ELL	5			21	30						
BLK	20	39	31	12	22	29					
HSP	4	15		17	21						
MUL	41	41		17	39						

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	36	40	33	24	28	40	28	59	21	85	46
FRL	30	38	32	21	29	40	20	54	17	87	54
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	37	37	24	42	47	30	37			
ELL	18	27	20	5	31						
BLK	20	23	19	26	32	38	6	7			
HSP	23	27	20	16	35	55	17				
MUL	45	43		41	43						
WHT	36	45	44	33	47	48	41	51	44	77	44
FRL	31	41	37	30	45	45	33	31	39	73	13
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	42	37	19	37	30	29	32			
ELL	9			18							
BLK	24	46	56	22	32	38	14	36			
HSP	27	61	50	24	65			40			
MUL	40	40		45	43						
WHT	37	46	43	37	46	40	35	54	39	75	59
FRL	30	45	44	31	43	43	29	42	32	81	61

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	12
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	21
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

What were the contributing factors to this improvement? What new actions did your school take in this area?

What strategies will need to be implemented in order to accelerate learning?

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation

Area of Focus
Description and Rationale: The area of focus for the 2021-2022 school year will be increasing the graduation rate. 2019-2020 school data shows an 82% graduation rate. For the past 3 years, the graduation rate has slowly increased, but is still below the state average.

Measurable Outcome: 2022 graduation rate will increase by 2 percentage points to 84% by May 2022.

Monitoring: Principal will regularly meet with administrative team and students to discuss and track progress.

Person responsible for monitoring outcome: Laurence Pender (lpender@franklincountyschools.org)

Evidence-based Strategy: Seniors and Juniors who have opted for the 18 credit track are meeting with the administrative team. At these meetings, 18 credit students and all other Seniors are looking at their grades, state test scores, courses needed to graduate and discussing plans and options after graduation. The administrative team is following up with these students regularly looking at grades, and the state test requirements needed for graduation. We are also discussing concordant score options with these students. Students who have not passed the ELA and Algebra I EOC are being mentored by teachers and working with peers who have been successful in previous tests to receive tutoring.

Rationale for Evidence-based Strategy: This strategy personalizes each child's education. Previous experiences in other schools with similar challenging situations.

Action Steps to Implement

1. Look at senior and 18 credit option junior's grades, credits, FSA and EOC scores.
2. Examine FSA and EOC data to see how many points are needed to pass.
3. Students individually meet with administration and guidance to discuss their data and next steps.
4. Students who are not passing with 18 credit option are encouraged to return to 24 credit option.
5. Students connected with a mentor.
6. Students connected with a tutor to help them pass required classes and FSA assessments.
7. Students regularly meet with principal to discuss his/her progress and growth toward meeting goals.
8. Students track their own progress by meeting with principal to discuss monthly progress reports and quarterly report cards.

Person Responsible Laurence Pender (lpender@franklincountyschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of****Focus****Description
and****Rationale:**

The lowest 25th percentile of students making gains for the past two years has been considerably lower than the district and state average.

**Measurable
Outcome:**

Lowest 25th Percentile of students making learning gains will increase by 5%.

Monitoring:

The leadership team will have PLC meetings with teachers to discuss data and reading strategies. MTSS meetings will be held with teachers concerning these students and teachers will hold meetings will be held with students to discuss their grades, iReady data and previous FSA scores. Students will track their own progress using monthly progress reports, quarterly report cards as well as regular conversations with principal.

**Person
responsible
for
monitoring
outcome:**

Laurence Pender (lpender@franklincountyschools.org)

**Evidence-
based
Strategy:**

Teachers will use iReady diagnostic to identify learning deficiencies for students. LLI will be implemented in the elementary classrooms, as well as walk to intervention and Intensive Reading and Math classes will be implemented in the secondary classrooms to help students with their deficiencies. After-school tutoring will also be offered.

**Rationale
for
Evidence-
based
Strategy:**

By using these strategies, teachers will be working individually with the students creating their own Education Plan to give them instruction in their deficient areas.

Action Steps to Implement

1. Implement LLI, Walk to Intervention, Intensive Reading Class, Intensive Math Class, and After-School tutoring.
2. Plan PLC meetings with Teachers to discuss data and literacy strategies.
3. Revisit data after each Progress Monitoring and re-evaluate students' Education Plans and adjust accordingly.

**Person
Responsible**

Laurence Pender (lpender@franklincountyschools.org)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: An area of focus for 2021-2022 is also behavior, discipline, and attendance. Currently, the average daily attendance rate is 88.8%, which increased from the same time frame in the previous year, but is still under 90%. Currently there are 33 referrals with zero days of OSS, while there were 22 referrals with 55 days of OSS. 30% of our students were absent 15% of days or more. Improving attendance will impact student learning. Research shows that students who attend school regularly have better grades and a higher graduation rate.

Measurable Outcome: The percent of students absent 15% of days or more will be reduced to 25% by the end of the 2021-2022 school year.

Monitoring: Principal will meet with PBIS team and coordinate incentives for attendance and good behavior. Points will be given to students for attendance and behavior and the points can be spent at the PBIS store.

Person responsible for monitoring outcome: Laurence Pender (lpender@franklincountyschools.org)

Evidence-based Strategy: Franklin County School will be implementing a Postive Behavior Intervention Support System for the 2021-2022 school year.

Rationale for Evidence-based Strategy: PBIS was selected due to the high number of absences and discipline occurrences in previous years. Past experiences in similar challenging situations have shown success with PBIS.

Action Steps to Implement

1. PBIS Team, along with support of Florida PBIS, will train the faculty and staff.
2. Admin team conducts regular walk throughs throughout the day to ensure students are on task and behaving.
3. Admin team will meet regularly to discuss walk through obwervations and student behavior.
4. Positive encouragement is given to students on a regular basis when they are choosing to behave appropriately.

Person Responsible Laurence Pender (lpender@franklincountyschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

An area of concern that Franklin County School has with discipline is student tobacco use. In order to cut down on the use of e-cigarettes, FCS has installed metal detectors that each 6th - 12th grade student must walk through every morning. The metal detectors will help administration find these items on the students, thus discouraging the students to bring these items on campus. Another area of concern for Franklin County School is the number of Out-of-School suspensions. In order to cut down on this, FCS has implemented a Short Term Alternative Placement. Students are placed for a minimum of three days and have the ability to continue to do classwork sent by their teachers, thus not missing school or falling behind.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school has a family engagement calendar for the 2021-2022 school year that lists monthly events that will take place on campus, including an Open House, community events, family ELA and Math nights and book give aways provided by PAEC and the Read With Me grant. We also have a college FAFSA night hosted by Gulf Coast State College. We utilize the marquee in front of school, the local radio and newspaper as well as Facebook to share events and activities both on campus and virtually. The school holds regular District Advisory Council and PTO meetings to elicit input from families and community members.

Throughout the year, seniors have the opportunity to attend college and career events. We have an articulation agreement with Gulf Coast State College and Lively Technical School. Students have the opportunity to obtain certifications in welding, culinary arts, CNA, CPR and AED, Quickbooks and aerospace. We partner with the local, health department, hospital, nursing home, and Embry Riddle. We have received support from the Sherriff's Office, Dollar General, Centennial Bank and many local church groups.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00