Franklin County District Schools

Franklin County School

APPROVED BY THE FRANKLIN COUNTY SCHOOL BOARD ON 12/13/2022

2022-23 Schoolwide Improvement Plan

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Franklin County School

1250 US HIGHWAY 98, Eastpoint, FL 32328

[no web address on file]

Demographics

Principal: Danielle Rosson

Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2021-22 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	2021-22: C (45%) 2020-21: (38%) 2018-19: C (42%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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* 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.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Franklin County School District seeks 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Rosson, Danielle	Principal	Responsible for all requirements necessary to properly administer the school and all data, functions, and supervision of students and staff at Franklin County School.
Ward, Karen	Assistant Principal	Elementary Assistant Principal with all functions and responsibilities for students in K-5.
Copley, Jaime	Assistant Principal	Secondary Assistant Principal responsible for students in grades: 6-12
King, Laura	Administrative Support	
Hamm, Lacey	Other	
Barber, Donna	Administrative Support	
Copeland, Melanie	Guidance Counselor	

Demographic Information

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Principal start date

Friday 7/1/2022, Danielle Rosson

Number of teachers with a 2022 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 2022 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

815

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

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	54	43	65	57	48	42	52	58	71	88	90	56	60	784
Attendance below 90 percent	24	14	18	7	19	10	13	19	21	31	29	19	28	252
One or more suspensions	1	1	2	7	8	12	5	4	5	5	12	3	1	66
Course failure in ELA	3	1	4	4	4	1	11	14	4	7	21	5	8	87
Course failure in Math	3	1	2	4	3	2	13	10	7	9	14	11	18	97
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	14	23	34	25	330	36	48	24	22	563
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	17	23	30	23	33	25	26	9	15	207
Number of students with a substantial reading deficiency	4	6	9	12	2	6	17	24	20	20	34	16	22	192

Using the table above, complete the table below with the number of students by current grade level who have 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	5	3	6	7	15	13	17	24	20	20	34	16	22	202

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	3	5	1	1	4	2	3	10	5	2	1	41
Students retained two or more times	0	0	1	1	1	2	5	2	10	6	9	4	9	50

Date this data was collected or last updated

Tuesday 10/25/2022

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	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	

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

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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	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	

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	30%	37%	57%	33%			34%	47%	61%
ELA Learning Gains	45%	46%	55%	39%			41%	45%	59%
ELA Lowest 25th Percentile	65%	55%	46%	32%			37%	42%	54%
Math Achievement	29%	42%	55%	22%			31%	48%	62%
Math Learning Gains	41%	49%	60%	28%			44%	48%	59%
Math Lowest 25th Percentile	43%	47%	56%	39%			47%	45%	52%
Science Achievement	29%	40%	51%	23%			34%	47%	56%
Social Studies Achievement	48%	51%	72%	56%			42%	63%	78%

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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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	50%	-13%	58%	-21%
Cohort Comparison		0%				
04	2022					
	2019	32%	41%	-9%	58%	-26%
Cohort Comparison		-37%				
05	2022					
	2019	41%	49%	-8%	56%	-15%
Cohort Comparison		-32%				
06	2022					
	2019	25%	33%	-8%	54%	-29%
Cohort Comparison		-41%				
07	2022					
	2019	20%	38%	-18%	52%	-32%
Cohort Comparison		-25%				
08	2022					
	2019	33%	43%	-10%	56%	-23%
Cohort Comparison		-20%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	52%	-15%	62%	-25%
Cohort Comparison		0%				
04	2022					
	2019	35%	40%	-5%	64%	-29%
Cohort Comparison		-37%				
05	2022					

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MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	22%	40%	-18%	60%	-38%
Cohort Comparison		-35%				
06	2022					
	2019	25%	39%	-14%	55%	-30%
Cohort Comparison		-22%				
07	2022					
	2019	34%	46%	-12%	54%	-20%
Cohort Comparison		-25%				
08	2022					
	2019	0%	0%	0%	46%	-46%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	45%	-12%	53%	-20%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-33%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	32%	33%	-1%	67%	-35%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	48%	-18%	71%	-41%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

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HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	59%	-2%	70%	-13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	36%	-11%	61%	-36%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	40%	-2%	57%	-19%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	47	62	20	36	39	32	38			
ELL	9	43		14	35						
BLK	15	34		11	40	38	9	36			
HSP	16	45	64	14	37	64					
MUL	24	44		21	42						
WHT	34	46	63	33	41	40	33	50	55	74	45
FRL	28	44	64	28	43	45	28	47		69	32

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						
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						

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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
WHT	36	45	44	33	47	48	41	51	44	77	44
FRL	31	41	37	30	45	45	33	31	39	73	13

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	495
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	25
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3

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%	0

Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES

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Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2

Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	33
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

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%	0

White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

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Continuation of proficiency in 3 main areas: ELA proficiency, Math proficiency, and Science proficiency are amongst the lowest performing areas. Although there was a 7% increase in Math proficiency compared to the 20-21 school year, this is one of our areas that we have the biggest opportunities. Another area that of focus will be ELA proficiency due to the 3% decline over the previous years proficiency level. Science proficiency increased by 6% however it is still below state average.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement and declining scores are in the following area: ELA proficiency dropped from 33% to 30%. The lowest performing area(s) are Math proficiency and Science proficiency at 29%.

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

The 3 areas FCS had the largest gaps when compared to the state average were ELA proficiency (27% below state average), Math proficiency (26% below state average), and Social Studies proficiency (24% below state average), however Science proficiency was not too far behind at 22% below state average. Some of the main factors that contributed to low scores were the teacher shortage, teacher retention, and the lack of highly qualified teachers. Another need was the need for additional support and professional development on standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA bottom quartile (lowest 25%) showed the largest gain over the previous year. In 2020-2021 ELA BQ was 32% and state average was 54%. In 2021-2022, the ELA BQ for FCS was 65%, which state average was 46% (+19% over state average). We looked closely at our student data for all of our bottom quartile students, which can be fluid due to withdrawal and enrollees to help in closing the achievement gap.

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

More focus small group instruction, targeted intervention based on student performance, and ongoing progress monitoring in grades K-12. The Leadership team assisted in mentoring students, increased the use of PBIS across the campus, and conducted monthly data chats with students.

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

Continuation of the mentoring program to meet the needs of all students, bi-weekly data chats for all students in all core classes. We have also created a better data tracking sheet for all students to use in MTSS, parent teacher, and PLC meetings. We are using the data for future planning and filling achievement gaps and trends that we see across grade levels and campuswide. Our PBIS implementation has increased campuswide with expectations in all high traffic areas and promoting and celebrating positive behavior.

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.

PD opportunities- Math BEST standards training conducted multiple times throughout the year, mini PD's during PLCs focusing on targeted areas, such as data trends analysis, common board configuration, development of procedures, curriculum mapping, common planning, development of high-level question

techniques, and an increase in walk-throughs and formals. Our mentoring program is providing more support to our new teachers, and teacher modeling in various classrooms.

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

Weekly PLC's are new to FCS and will continue with a focus on the need of the school. This year each week of the month will focus on the following areas: min PD (requirements and trends), PBIS/students engagement, looking using and planning with student data, and teacher planning across content areas.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	FSSA (FCAT/NGSS) Science- All Science Teachers in grades: K-12 will implement consistent, effective, research based instructional practices in science to increase FSSA Science and EOC Science proficiency scores in grades: 5th, 8th and Biology as well as AP Physical Science
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Improve our FSSA Science proficiency in 5th grade from 3% to 48%, which is state average. Improve our FSSA Science proficiency in 8th grade from 22% to 45%, which is state average. Improve our Biology EOC proficiency score from 44% to 61%, which is state average. AP Physical Science is new to our school this year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Focused PD on both the standards and looking deeper into the test items specs have allowed teachers to future plan and allow students to dig deeper into each standard for mastery.
Person responsible for monitoring outcome:	Danielle Rosson (drosson@fcsdfl.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Meetings with embedded professional development will take place with a focus on how to effectively use the Science period to include research based instructional practices to increase science proficiency, how to plan for small groups of students who do not master the standards and need a reteach lesson and use of UDL strategies. Using data to plan instructional practices through walks and future planning's collaborative planning based on classroom observations and use of data from the schools historical data sheet.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Historically the use of rigor walks, walk-throughs, and observations have given valuable feedback into future planning's, individual chats with teachers about what was observed and trends across the campus. The use of this data will help us pinpoint areas where we need to improve and focus our trainings that we will provide. We will focus on providing support on understanding the standards and digging deeper into each standard, therefore we are able to move our school in a positive direction through quality instruction.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Weekly collaborative planning meetings (PLC's) on Mondays. A sign-in sheet will be provided and an agenda as necessary.
2. Meetings and PD's will be scheduled on the FCS calendar.
3. At least bi-monthly meetings with administration/district as well as the use of PAEC as a resource will be provided to our science teachers.
4. Training on CPalms, core curriculm, and historical data sheet will be provided to all content teachers to track data.
5. Specific opportunities will be provided to the Franklin County Learning Center Classroom Teacher for grades 6-12 students who have been administratively placed. This will include opportunities to learn in instructional practice for engagement, monitoring progress, and building student agency in learning in an alternative setting.

Person Responsible Danielle Rosson (drosson@fcsdfl.org)

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#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	FAST ELA Proficiency All ELA teachers in grades: K-10 will implement instructional practices consistently and effectively in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	50% or more of our students will score a level 3 or higher (proficient) on the FAST ELA PM3 in grades K-10.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be measured through FAST PM1, PM2, and PM 3. Teachers will be able to assess students on standards mastery assessments through their curriculum along with supplemental materials.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Meetings and planning with embedded professional development will take place with a focus on how to accurately teach the ELA standards and use effective teaching techniques to foster collaboration with the teacher and students in their ELA classroom using the Standards tracker through LSI and creation of a school/district-based tracker. Weekly collaborative planning meetings (PLC's) will be offered at FCS. Data meetings will also be used to drive instruction in the classroom.
Rationale for Evidence-based Strategy: Explain the rationale for	Consistently monitoring the student data and master of the standards will allow us to accurately measure whether students understand the concepts and text. Reteach methods will be implemented in ELA classes using the curriculum and additional resources will be pulled to fill the gaps. Intensive Reading classes and intervention classes will use I-Ready, LLI, and additional reading supports to assist our struggling readers. Students will also be assessed at least 4 times a year with STAR measuring

selecting this specific strategy.	
Describe the resources/ criteria used for selecting this strategy.	their reading levels in all K-10 ELA classes. All level 1 students will be enrolled in either a semester or yearlong Intensive Reading class.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. STAR test our students at least 4 times a year.
2. FAST ELA testing PM1, PM2, and PM3.
3. Running reading logs with comprehension questions in Intensive classes.
4. I-Ready focused lessons and 3 diagnostic windows during the school year.
5. Top Score writing prompts being provided to FCS students.
6. Specific opportunities will be provided to the Franklin County Learning Center Classroom Teacher for grades 6-12 students who have been administratively placed. This will include opportunities to learn in instructional practice for engagement, monitoring progress, and building student agency in learning in an alternative setting.

Person Responsible	Donna Barber (dbarber@franklincountyschools.org)

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#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Algebra 1 and Geometry Proficiency, FSA proficiency in grades 3-8, have been areas of concern. With a lower number of students experiencing proficiency, we understand the need to raise this rate and also make progress through learning gains (although not calculated in this school year).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	50% or more of our students will score a level 3 or higher (proficient) on the FAST MATH PM3 in grades K-10.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be measured through FAST PM1, PM2, and PM 3. Teachers will be able to assess students on standards mastery assessments through their curriculum along with supplemental materials.
Person responsible for monitoring outcome:	Danielle Rosson (drosson@fcsdfl.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Meetings and planning with embedded professional development will take place with a focus on how to accurately teach the Math standards and use effective teaching techniques to foster collaboration with the teacher and students in their Math classroom using the Standards tracker through LSI and creation of a school/district-based tracker. Weekly collaborative planning meetings (PLC's) will be offered at FCS. Data meetings will also be used to drive instruction in the classroom.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Consistently monitoring the student data and master of the standards will allow us to accurately measure whether students understand the concepts and text. Reteach methods will be implemented in Math classes using the curriculum and additional resources will be pulled to fill the gaps. Intensive math classes and intervention classes will use approved math interventions, like Exactpath, Xtra math intervention courses, and ALEKS for remediation to provide support to struggling learners. Students will also be assessed at least 4 times a year with STAR measuring their math levels in all K-10 math classes. All level 1 students will be enrolled in either a semester or year long Intensive math class.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. STAR test our students at least 4 times a year.
2. FAST ELA testing PM1, PM2, and PM3.
3. Exactpath for Tier 2 and 3 9-12th grade students..
4. I-Ready lessons for K-8 students..
5. Specific opportunities will be provided to the Franklin County Learning Center Classroom Teacher for grades 6-12 students who have been administratively placed. This will include opportunities to learn in instructional practice for engagement, monitoring progress, and building student agency in learning in an alternative setting.

Person Responsible	Jaime Copley (jcopley@fcsdfl.org)

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#4. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student attendance below 90% has historically been a concern for Franklin County Schools. early 35% of the students have missed more than 10% of the school year in previous history. It is imperative that students engage in coming to school so that their unique academic and social needs may be met.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In this first year of implementation, it is the goal to increase the average daily attendance to above 90%. In addition, it is our goal to reduce the number of chronically truant students by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The assignment of truancy specialists will be monitoring students, connecting with he home, and working with parents to get their children to school. The principal reports the data on a monthly basis as part of her state of the school address.
Person responsible for monitoring outcome:	Danielle Rosson (drosson@fcsdfl.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Early warning systems are used to indicate a multitude of student needs. The EWS will be used to identify and develop strategies supporting students' attendance. Research speaks to 7 key strategies needed to successfully address attendance.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Gottfried, Michael A. and Ethan L. Hutt, Harvard Education Press, February 2019. A collection of chapters written by researchers from across the country, the book focuses on measuring attendance, policies and programs that can improve attendance, and interventions designed to encourage students to be in school every day. Recent research has emphasized the utility of an early warning system to inform prevention efforts, the action steps are listed below.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Create a welcoming and engaging school environment.
2. Follow the student attendance policy.
3.Connect with at risk students (mentors, check-ins, frequency of sight)
4. Involve parents through attendance meetings and use of contracts.
5. Positively recognize group and individual achievements with attendance.
6. Report out School-Wide trends in data meetings.
7.Positively reintegrate truant students, make them a priority culturally.

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Person Responsible Danielle Rosson (drosson@fcsdfl.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

2021-2022 end of year screening and progress monitoring data reflects the following:
___% of Kindergarteners scored at Level 2 or lower in STAR Early Literacy
___% of First graders scored at Level 2 or lower on STAR Early Literacy

___% of First graders scored at Level 2 or lower on STAR Reading
___% of Second graders scored at Level 2 or lower on STAR Reading

Based on the data reviewed, this has been identified as a critical need since these students are not on track to score a Level 3 or above (meet proficiency) on the statewide, standardized ELA assessment in grade 3.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

On the 2022 statewide standardized assessment ___% of students in grades 3-5 did not meet proficiency. Subgroups of the FSA data reviewed showed that students were weak in Integration of Knowledge and Ideas. Students must be able to read across multiple texts and relate them to one another.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

In the 2022-2023 school year, successful foundations in learning scores will exceed 50% as measured by PM3 of the FAST in grades K-2.

Grades 3-5: Measureable Outcome(s)

In the 2022-2023 school year grades 3-5 students will increase their proficiency in ELA to a minimum of 50%

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Classroom walk throughs and observations
Quarterly data meetings(STAR Reading, FAST Progress Monitoring, iReady Diagnostics ,DSBAs, student grades)
Tiered interventions (RTI)
Professional Learning Communities
These methods of ongoing monitoring will allow teachers to provide the remediation needed throughout the year

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Rosson, Danielle, drosson@fcsdfl.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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Components of the District Reading Plan include the following strong evidence based practices/programs which align with the B.E.S.T. ELA Standards:
-Systematic and explicit instruction that provides scaffolding and differentiation will be monitored via lesson plans and classroom walkthroughs and observations by administrators
-Routine use of a set of comprehension-building practices to help students make sense of the texts(strong evidenced based practice per What Works Clearing House) will be monitored through regular assessments and data collection
-Title I, Instructional, and Teacher Coaches will provide resources and training
-Kagan Structures will result in increased engagement and will be reflected in assessment data collected
-iReady Teacher Toolbox will provide resources for scaffolding and differentiation of lessons and will be monitored through districtwide assessments
-SIPPs will provide resources for scaffolding and differentiation of lesson and will be monitored through weekly spelling and reading assessments

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Systematic and explicit instruction that provides scaffolding and differentiation are necessary to build a knowledge base. Repeated and routine use of comprehension-building practices help students make sense of the texts so that they will be able to integrate the knowledge they gain. Teachers will use resources found in iReady Teacher Toolbox and SIPPs to differentiate instruction and meet students at their instructional level, thereby providing systematic and explicit instruction with repeated practice. Coaches will provide training and support to teachers and Kagan Structures will keep students engaged in the learning process and makes them individually accountable for their performance. Historical school data shows a record that these practices and programs have been effective for the target population.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
All teachers will meet weekly in a Professional Learning Community to review student data to guide instruction.	Rosson, Danielle, drosson@fcsdfl.org
Quarterly Professional development early release days focused on instructional best practices, data analysis, and staff retention needs.	Ward, Karen, karen.ward@franklincountyschools.org

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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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Parents, families, and other community members are invited and encouraged to attend regularly scheduled School/District Advisory Council (DAC) meetings as well as Title 1 Parent Nights. School/District Advisory Council (DAC) meetings are the forum for continuous improvement of school operations, programs, events, and meetings.During regularly scheduled DAC meetings for FCS, FCLC, and ABC, parents and families assist with planning, review, and evaluation of the parent and family engagement plans, including the school improvement plan, and parent and family engagement project application. Parent input is sought, recognized, valued, and strongly considered in the
decision-making process, including decisions involving Title 1 programs and funding. In addition, parental feedback is solicited via the annual school climate survey, as well as, at each parental involvement activity hosted by the school. DAC meetings occur approximately four times per year at varied times to accommodate work schedules. Volunteer orientations are conducted at the start of the school year, and throughout as needed, to recruit and train new volunteers and acquaint stakeholders with the many opportunities to volunteer in the classroom and throughout the school. A minimum of four
Title I events will be held during the school year. These events are designed to provide valuable insight for parents and families to assist children at home. FCS-FCLC also hosts an Open House at the start of the school year which includes the annual Title I meeting, lunch with family members, Kindergarten Orientation, Parent /Teacher Conference Nights, Read Across America Week, Donut's for Dad's, Family Literacy Night, and other family fun events.
The FCS-FCLC approach for implementing a school-wide Positive Behavior System includes the use of tokens. Regular recognition of student success is orchestrated through PBiS.
Each semester, special events take place to reward students for making excellent choices, remind students about the importance of making good choices, and encourage more students to make good choices.
FCS-FCLC completes a Parental Involvement Plan (PFEP), which is available on the school website and a paper copy of which is sent home with each student.

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

- Parents, community members and business partners are members of the DAC committee and are invited to attend all advertised meetings.
- Parents participate in Title 1 events held on a quarterly basis.
- Parents participate in fundraising events such as our annual online boutique fundraiser.
-Volunteer for school activities and field trips.

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