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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The Franklin County School 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 financial 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Danielle Rosson

Drosson@fcsdfl.org

Position Title

Principal

Job Duties and Responsibilities

The school principal is responsible for all requirements necessary for properly administer the school and all data, functions, and supervision of students and staff at Franklin County School. The principal monitors the daily operations of the school, she oversees facilities and the safety and security of the students and staffs. She works with the Lead Team to drive the educational plan of the school. The principal develops Lead Team members into School Improvement leaders: they study data, help assess progress towards goals, make course corrections, help implement change, and serve as liaisons between the faculty and the administration for open communication regarding school initiatives. Principal conducts school improvement professional development sessions and holds regular data chats with individual teachers, teacher groups, and students. The principal implements, monitors, and makes adjustments to all school improvement initiatives

Leadership Team Member #2

Employee's Name

Tara Klink

Tklink@fcsdf.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Secondary Assistant Principal with all functions and responsibilities for students in 6-12 grade.

Leadership Team Member #3

Employee's Name

Matthew Evans

Mevans@fcsdf.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Elementary Assistant Principal with all functions and responsibilities for students in K-5.

Leadership Team Member #4

Employee's Name

Christie Thompson

Cthompson@fcsdf.org

Position Title

Elementary Dean

Job Duties and Responsibilities

PBIS support contact for elementary K-5, supporting teachers through school discipline, positive supports, and inspiring students to achieve academic and behavioral success. Ms. Christie Thompson is the Dean of Students K-5; she supports the academic goals as well as the attendance and behavior goals of this SIP. Ms. Thompson helps lead the school in setting goals and implementing school wide initiatives.

Leadership Team Member #5

Employee's Name

Scott Collins

Scollins@fcsdfl.org

Position Title

Secondary Dean

Job Duties and Responsibilities

PBIS support contact for elementary 6-12, supporting teachers through school discipline, positive supports, and inspiring students to achieve academic and behavioral success. Mr. Scott Collins is the Dean of Students 6-12; he supports the academic goals as well as the attendance and behavior goals of this SIP. Mr. Collins helps lead the school in setting goals and implementing school wide initiatives.

Leadership Team Member #6

Employee's Name

Melanie Copeland

Mcopeland@fcsdfl.org

Position Title

School Counselor

Job Duties and Responsibilities

6th- 12th School Counselor

Leadership Team Member #7

Employee's Name

Jennifer Sterling

Jsterling@fcsdfl.org

Position Title

Elementary School Counselor

Job Duties and Responsibilities

Pre K-5 School Counselor

Leadership Team Member #8

Employee's Name

Katrina Ham

Kham@fcsdfl.org

Position Title

Elementary Coach

Job Duties and Responsibilities

Katrina, as the school's Instructional coach, is responsible for supporting ELA and Math goals. She provides professional development, coaches and models in classes, helps organize reading interventions across the grade levels and conducts coaching cycles with teachers to improve instructional practices.

Leadership Team Member #9

Employee's Name

Lacey Hamm

Lhamm@fcsdfl.org

Position Title

Testing Coordinator

Job Duties and Responsibilities

Lacey leads the teachers in working towards are ELA, Math, Social Studies, Science goals and CTE Certifications. She pulls data for Franklin County School with school administration and is also the testing coordinator for Franklin County School, FCLC, and Franklin County School District.

Leadership Team Member #10

Employee's Name

Leigh Smith

Lsmith@fcsdfl.org

Position Title

Secondary Coach

Job Duties and Responsibilities

Leigh, as the school's Instructional coach, is responsible for supporting ELA and Math goals at the secondary level. She provides professional development, coaches and models in classes, helps organize reading interventions across the grade levels and conducts coaching cycles with teachers to improve instructional practices. She also teaches secondary ELA.

Leadership Team Member #11

Employee's Name

Lori Tejera

Ltejera@fcsdf.org

Position Title

ESE Staffing Specialist

Job Duties and Responsibilities

Serving as LEA in all staffing meetings, conduct evaluations, and ensure IEP's are in compliance.

Leadership Team Member #12

Employee's Name

Kristi Miller

Kmiller@fcsdf.org

Position Title

Secondary MTSS

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #13

Employee's Name

Julia Mathews

Jmathews@fcsdf.org

Position Title

Elementary MTSS

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

FCS involves all of our stakeholders (teachers, staff, parents, district, and community leaders). We involve the stakeholders in lead team meetings, faculty meetings, the Annual Title I Meetings, and parent nights. We adjust these plans with feedback from these stakeholders. We do quarterly data chat meetings with students to go over their smart goals for every subject area as a means to progress monitor their impact on schoolwide goals.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

We will continue to monitor the impact of the SIP with the review of student data in all subject areas after every diagnostic that is given through FAST, UFLI, Renaissance Place (STAR), IXL, Nearpod, Moby Max, Edmentum, Study Island, Discovery Education, MAP Science, Xtra Math, Frog Street, UCertify, Gizmos, Learning Ally, Xello and Amira, data to measure effectiveness of the SIP data. SIP goals will also be monitored through frequent classroom walkthroughs as well as MTSS monitoring, Lead Team and faculty meetings.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	58	60	57	54	52	50	67	57	43	498
Absent 10% or more school days	25	32	23	32	30	21	29	23	24	239
One or more suspensions	0	13	13	19	8	21	17	13	21	125
Course failure in English Language Arts (ELA)	2	5	6	7	4	7	18	5	1	55
Course failure in Math	2	4	2	5	2	3	17	3	1	39
Level 1 on statewide ELA assessment	3	14	22	31	8	19	21	14	21	153
Level 1 on statewide Math assessment	5	12	19	22	11	23	29	13	20	154
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	12	24	28	5	16	0	0	0	93
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	10	18	26	7	0	0	0	0	63

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	18	22	32	11	23	34	15	24	189

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	3	4	6	4	2	3	4	9	37
Students retained two or more times	0	1	0	0	2	1	1	4	3	12

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 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
	9	10	11	12	
School Enrollment	78	84	57	61	280
Absent 10% or more school days	42	43	31	30	146
One or more suspensions	24	14	9	8	55
Course failure in English Language Arts (ELA)	1	8	4	0	13
Course failure in Math	2	17	5	1	25
Level 1 on statewide ELA assessment	28	18	16	17	79
Level 1 on statewide Algebra assessment	22	17	21	17	77

Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	31	29	24	15	99

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	39	45	61	34	42	58	34	40	53
Grade 3 ELA Achievement	54	60	62	36	41	59	35	39	56
ELA Learning Gains	48	51	61	44	48	59			
ELA Lowest 25th Percentile	53	53	55	52	51	54			
Math Achievement*	34	44	62	28	38	59	26	39	55
Math Learning Gains	42	50	60	38	43	61			
Math Lowest 25th Percentile	54	54	53	57	46	56			
Science Achievement	42	47	57	38	45	54	29	36	52
Social Studies Achievement*	72	73	74	69	73	72	51	60	68
Graduation Rate	85	85	72	77	77	71	88	83	74
Middle School Acceleration	41	62	75	27	40	71	54	59	70
College and Career Acceleration	30	31	56	60	59	54	29	29	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	52	64	61	23	32	59	25	44	55

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	646
Total Components for the FPPI	13
Percent Tested	95%
Graduation Rate	85%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
50%	45%	43%	45%	39%		45%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	46%	No		
Black/African American Students	40%	Yes	6	
Hispanic Students	51%	No		
Multiracial Students	36%	Yes	4	
White Students	51%	No		
Economically Disadvantaged Students	47%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	39%	54%	48%	53%	34%	42%	54%	42%	72%	41%	85%	30%	52%
Students With Disabilities	36%	73%	40%	41%	32%	46%	60%	45%	48%		100%	23%	
English Language Learners	36%		44%	54%	48%	39%							52%
Black/African American Students	23%		52%	59%	29%	34%		44%					
Hispanic Students	41%		50%	60%	46%	38%		42%	80%				52%
Multiracial Students	36%		36%		43%	30%							
White Students	41%	57%	49%	49%	32%	44%	57%	42%	75%	38%	93%	37%	
Economically Disadvantaged Students	33%	53%	44%	53%	29%	41%	52%	38%	66%	44%	89%	19%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	34%	36%	44%	52%	28%	38%	57%	38%	69%	27%	77%	60%	23%
Students With Disabilities	17%	42%	42%	50%	16%	41%	57%	22%	62%		90%	56%	
English Language Learners	27%		59%	56%	16%	41%							23%
Black/African American Students	16%		41%		24%	38%			55%				
Hispanic Students	33%		52%	50%	24%	42%	70%						23%
Multiracial Students	36%		42%		41%	36%							
White Students	36%	40%	44%	56%	27%	37%	53%	36%	71%	15%	78%	66%	
Economically Disadvantaged Students	31%	29%	42%	52%	25%	38%	58%	33%	72%	21%	74%	58%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	34%	35%			26%			29%	51%	54%	88%	29%	25%
Students With Disabilities	22%	31%			19%			17%	17%		94%	7%	
English Language Learners	20%				19%			20%					42%
Black/African American Students	23%				12%			6%					
Hispanic Students	24%				16%			22%					42%
Multiracial Students	34%				28%			10%					
White Students	36%	33%			28%			36%	58%	50%	90%	31%	
Economically Disadvantaged Students	31%	33%			24%			26%	43%	45%	91%	28%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	34%	34%	0%	58%	-24%
ELA	3	52%	60%	-8%	57%	-5%
ELA	4	24%	28%	-4%	56%	-32%
ELA	5	23%	36%	-13%	56%	-33%
ELA	6	60%	57%	3%	60%	0%
ELA	7	30%	45%	-15%	57%	-27%
ELA	8	20%	43%	-23%	55%	-35%
ELA	9	43%	41%	2%	56%	-13%
Math	3	52%	58%	-6%	63%	-11%
Math	4	19%	37%	-18%	62%	-43%
Math	5	15%	26%	-11%	57%	-42%
Math	6	42%	52%	-10%	60%	-18%
Math	7	31%	54%	-23%	50%	-19%
Math	8	17%	17%	0%	57%	-40%
Science	5	25%	36%	-11%	55%	-30%
Science	8	21%	39%	-18%	49%	-28%
Civics		69%	74%	-5%	71%	-2%
Biology		72%	71%	1%	71%	1%
Algebra		33%	46%	-13%	54%	-21%
Geometry		31%	30%	1%	54%	-23%
History		67%	65%	2%	71%	-4%

2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		20%	20%	0%	41%	-21%
Algebra		43%	43%	0%	16%	27%
Civics		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		27%	27%	0%	18%	9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

3rd Grade ELA Proficiency improved in 2024 from 36% to 54%.

One major contribution to improvement in this area was to recruit and retain highly qualified teachers who have a strong foundation for standards and intensive interventions in the classroom. Other contributions to this area include grade level collaborative planning with coaches and school-based administration on grade level standards and ongoing progress monitoring.

Another area that has shown improvement is graduation rate which improved from 77% to 85% in 2024. Middle school acceleration has improved from 27% to 41%. Both of these areas have shown improvement due to carefully planning schedules for each and every child. Mentoring by staff, data chats conducted by teachers on student performance and goal setting for graduation.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performing area for 2024-25 school year was High School Acceleration, which was 30%. The previous year High School Acceleration was 60%. One major factor for the drop in this area was the number of graduate students who did not take AP classes, Dual Enrollment classes, and/or take and pass CTE industry certification exams. As a school, we must begin tracking our students as early as 9th grade to ensure that all students are given the opportunity to take rigorous courses that assist them in setting goals for college or career and beyond after graduation.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

High School Acceleration showed the greatest decline which dropped from 60% to 30%. The factor for this decline is inconsistent progress monitoring and tracking of individual students who participated in AP and Dual Enrollment courses as well as students who took and passed CTE courses.

The only other decline in school grade was Math lowest 25th percentile which dropped from 57% to 54%. What factors have been considered in this area is the lack high percentage of students struggled with basic mathematics skills and understanding expressions. This reflected in state and district assessments. As a whole, this cohort lacks confidence in the skills being taught in grades 3rd-8th. Another issue was absenteeism school wide which contributes to performance levels.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The top 3 scores that showed the largest gap over state average are as follows: 4th grade Math, 5th grade Math, and 8th grade Math. We have placed highly qualified teachers in these classes with the goal to implement continuous professional development, detailed classroom walk-throughs, and data-based decision making on student data throughout the year. More emphasis has been placed on Math intervention times and planning with these specific grade levels.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The main area of concern based on our EWS data is the number of students who have missed 10% or more days of instruction in all grade levels across the campus. When offering courses which are rigorous and engaging, students will be more eager to attend school. Frequent truancy meetings with parents are a vital part of improving attendance rates and improvement in PBIS with a focus on attendance incentives for individual students and class competitions.

Another area of concern for K-5 is the number of level 1's in math proficiency. Teacher planning on focused benchmarks will be key for students to show mastery of the Florida BEST standards for Math.

A 3rd area of concerns is 6th-10th is the number of level 1's in ELA proficiency. There is a discrepancy between performance in ELA and those students listed as having a significant reading deficiency. We know that improved instructional practices have the highest effect sizes in terms of impact on student achievement. It is also evident that consistency in leadership and strategic systems level planning are imperative in the overall function and performance of the school. Having schoolwide systems, built on high expectations, with staff development is critically important to the improvement of the organization.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Motivate and deepen student engagement K-12th grade in all subjects.

2. Ensure instructional supports are in place for all students during core instruction and intervention.
3. Identify and plan for students not meeting the grade level benchmarks during PLC/collaborative planning.
4. Focus on L25 tracking in all grade levels and plan for differentiated resources for instruction.
5. Increase attendance of students with clearly defined expectations, consequences, and positive internal supports.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK), Multiracial Students (MUL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on our federal percentage of points index for Black/African American Students, our federal index fell below the 41% subgroup for this area (improved from 14% to 35% to 40%), while we are seeing improvement, we are consistently monitoring FAST PM1 through PM3 data, standards-based assessments and have data chats with students. Students are also taking STAR assessments to measure grade level performance and assessments. Many of these students are being placed in Intensive Reading classes to provide additional ELA support. Based on our federal percentage of points index for Multiracial Students, our federal index fell below the 41% subgroup for this area (improved 24% to 39% to 36%), while we are seeing improvement, we are consistently monitoring FAST PM1 through PM3 data, standards-based assessments and have data chats with students. Students are also taking STAR assessments to measure grade level performance and assessments. Many of these students are being placed in Intensive Reading classes to provide additional ELA support.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on our federal percentage of points index for Black/African American Students, our federal index fell below the 41% subgroup for this area (improved from 14% to 35% to 40%), which has been a concern for Franklin County School for the last 6 years. Based on our federal percentage of points index for Multiracial Students, our federal index fell below the 41% subgroup for this area (improved 24% to 39% to 36%), which has been a concern for Franklin County School for the last 4 years.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Although we have seen a drastic improvement in these 2 subgroups, the goal is to increase proficiency in all subgroups by 41% or greater. Data chats with teachers, PLC, PDs and collaborative planning with a focus on standards-based instruction will help Franklin County School increase ELA proficiency in these 2 subgroups. Ongoing progress monitoring will be essential in ensuring that we improve each area.

Person responsible for monitoring outcome

Danielle Rosson, Tara Klink, Matthew Evans, Angela Hendley, Lacey Hamm, Katrina Ham, Leigh Smith, Kristi Miller, and Laura Raffield

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Intensive Reading supports will be offered to our bottom quartile subgroups with a certified teacher. READ180 program will offer explicit instruction to provide support, small group reading centers, and consistent ELA standards instruction to meet the needs of the students.

Rationale:

While focusing on students independent reading levels, the goal is to help close the achievement gap and provide support to grade level text using explicit reading strategies to help students increase their level in phonic, phonemic awareness, fluency, vocabulary, and comprehension.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Ongoing progress monitoring of African American and Multiracial students who are not meeting grade level expectations.

Person Monitoring:

Danielle Rosson, Lacey Hamm, Katrina Ham, and Monthly
Leigh Smith

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Reports, data chats (with teachers and students), PD support for teachers to help close the achievement gap, classroom walk-throughs, and mentoring of students.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024-2025 ELA data from FAST PM3, grades 3-10 performed below the state's average proficiency with the exception of 6th grade, which was at state average 63%. 3rd grade ELA was at state average 57%. Overall, ELA proficiency was 39%.

2024-25 Math data from FAST PM3, grades 3-8 performed below the state's average proficiency, however 3rd grade was close to state average, 3rd grade PM3 proficiency for Franklin County was 53%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

UFLI implementation in all classrooms K-2. On site coaching from Katrina Ham, literacy coach. DIBELS will be used again to measure fluency. Assessments are embedded into UFLI, modeling of foundational lessons for teachers in K-2. Wonders ELA curriculum which is a research-based curriculum implemented in all classrooms. Additionally, FCRR for interventions as needed. STAR reading and STAR Early Literacy used for progress monitoring purposes. K STAR Early Literacy showed 63% were at or above the benchmark. 1st grade showed 34% of students at or above a level 3. 2nd grade showed 35% of students were at or above a level 3.

Mathematics core and intervention focus core instruction and focused intervention strategies to close the achievement gap in Mathematics. Core curriculum, IXL and STAR Math are a few resources that are available to our teachers and students.

Grades 3-10: Instructional Practice specifically related to Reading/ELA Wonders, STAR Progress Monitoring, STAR Reading, My Perspectives.

57% of our 3rd grade students at or above a level 3.

27% of our 4th grade students at or above a level 3.

25% of our 5th grade students at or above a level 3.

63% of our 6th grade students at or above a level 3.

33% of our 7th grade students at or above a level 3.

36% of our 8th grade students at or above a level 3.
44% of our 9th grade students at or above a level 3.
34% of our 10th grade students at or above a level 3.

Grades 3-5: Measurable Outcome(s)

When given the FAST ELA assessment for the 2024-2025 school year, students who were in grade the following grades showed an increase in ELA proficiency scores:

3rd grade: 37% to 57%
6th grade: 33% to 63%
9th grade: 25% to 44%

Grades 3-8: Instructional Practice specifically related to Mathematics STAR Progress Monitoring, STAR Math, IXL.

52% of our 3rd grade students at or above a level 3.
19% of our 4th grade students at or above a level 3.
15% of our 5th grade students at or above a level 3.
42% of our 6th grade students at or above a level 3.
31% of our 7th grade students at or above a level 3.
17% of our 8th grade students at or above a level 3. 7th grade students who were proficient the previous year were placed in Algebra.

Grades 3-5: Measurable Outcome(s)

When given the FAST Math assessment for the 2024-2025 school year, students who were in grade the following grades showed an increase in Math proficiency scores:

3rd grade: 28% to 52%
6th grade: 22% to 42%
8th grade: 11% to 17%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will take place through the PM 1 and PM 2 assessments. The Wonders curriculum weekly assessments and the grade level common assessments that are aligned with the standards and assessment as well as monthly STAR Assessments. The teachers will have 3x monthly PLC's that will focus on standards based lessons and meet grade level benchmarks and data analysis chats with

administration and coaches. Targeted intervention will continue to become part of their instructional practices. This will be monitored through classroom walk throughs.

Person responsible for monitoring outcome

Danielle Rosson, Katrina Ham, Leigh Smith, Tara Klink, Matt Evans, Julia Mathews, and Kristi Miller

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will use weekly assessments, STAR monthly assessments, and PM1/PM2 data to identify deficiencies for students. UFLI will continue to be used in K-2 classrooms for intervention, Amira for 3-5 intervention, and Ready 180 for 6-12 intervention. This will help students fill the learning gaps using standards based interventions. Tutoring during the day and after school will be offered to students as well.

Rationale:

Using the programs listed above and providing teaching strategies, teachers will be working in small group and individually with students creating their own educational plan to give them individualized instruction with specific pathways to ensure that these students are meeting grade level expectations.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

The goal for Franklin County School is for 3rd-10th ELA and 3rd-8th Math students to show that 58% or more of our students to score at or above a level 3 on FAST ELA PM3. Full Implementation of UFLI, Amira, and Read 180 in intervention and Intensive Reading classes and after-school tutoring. Plan standards aligned small group intervention using data to decrease the learning gap.

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

Monthly data meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Deep data dive to identify students who are not meeting benchmarks. 2. Plan PLC meetings with teachers to discuss data and focused based lessons. 3. Provide standards focused PD for ELA and Mathematics teachers. 4. Revisit data after each progress monitoring and re-evaluate students' needs. Send out reading deficiency letters.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

An area of focus for Franklin County School is full implementation of the PBIS with a focus on student engagement with the goal of decreasing the number of discipline referrals and increasing attendance rates for the 2025-26 school year. Currently for the 2024-25, FCS's average daily attendance rate for Pre-K to 5th grade was 87.73% and 6th-12th grade was 85.19%. School discipline referrals for the 24-25 school year for Pre-K to 5th grade was 645 and 6th-12th grade was 960.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal at FCS is to increase the attendance rate to at or above 90% Pre-K to 12th grade. Our second goal is to decrease the amount of referrals by 15% by using positive reinforcement. Below is the data broken down by grade level along with previous years data.

Pre-K attendance rate for 2024-25 was 84.26% compared to 79.71% for 2023-24

Kindergarten rate for 2024-25 was 84.15% compared to 85.86% for 2023-24

1st grade attendance rate for 2024-25 was 89.71% compared to 89.29% for 2023-24

2nd grade attendance rate for 2024-25 was 87.67% compared to 89.19% for 2023-24

3rd grade attendance rate for 2024-25 was 88.23% compared to 89.76% for 2023-24

4th grade attendance rate for 2024-25 was 89.68% compared to 90.84% for 2023-24

5th grade attendance rate for 2024-25 was 89.41% compared to 86.52% for 2023-24

6th grade attendance rate for 2024-25 was 87.16% compared to 88.28% for 2023-24

7th grade attendance rate for 2024-25 was 86.96% compared to 84.39% for 2023-24

8th grade attendance rate for 2024-25 was 85.52% compared to 85.07% for 2023-24

9th grade attendance rate for 2024-25 was 86.41% compared to 85.59% for 2023-24

10th grade attendance rate for 2024-25 was 84.22% compared to 86.84% for 2023-24

11th grade attendance rate for 2024-25 was 87.87% compared to 86.79% for 2023-24

12th grade attendance rate for 2024-25 was 79.8% compared to 86.24% for 2023-24

Referrals by grade level along with previous year

Pre-k 1 referral for 2024-25, compared to 6 for 2023-24

Kindergarten 81 referrals for 2024-25, compared to 83 for 2023-24

1st grade 110 referrals for 2024-25, compared to 98 for 2023-24

2nd grade 112 referrals for 2024-25, compared to 29 for 2023-24

3rd grade 27 referrals for 2024-25, compared to 81 for 2023-24

4th grade 188 referrals for 2024-25, , compared to 152 for 2023-24

5th grade 127 referrals for 2024-25, compared to 337 for 2023-24

6th grade 205 referrals for 2024-25, compared to 182 for 2023-24

7th grade 216 referrals for 2024-25, compared to 185 for 2023-24

8th grade 206 referrals for 2024-25, compared to 149 for 2023-24

9th grade 179 referrals for 2024-25, compared to 192 for 2023-24

10th grade 101 referrals for 2024-25, compared to 78 for 2023-24

11th grade 33 referrals for 2024-25, compared to 82 for 2023-24

12th grade 20 referrals for 2024-25, compared to 26 for 2023-24

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will meet with PBIS team and coordinate incentives for attendance and good behavior. The PBIS team met and discussed revising the PBIS expectations to meet the needs of the school and students. Expectations have a focus on specific locations such as classroom, cafeteria, hallway, restroom, etc. Monthly data will focus on attendance and behavior in PBIS meetings. Information will be shared with staff and we will encourage input and feedback from staff.

Person responsible for monitoring outcome

PBIS Lead-Matt Evans and Tara Klink and PBIS Team (Christie Thompson, Scott Collins, Melanie Copeland, Jennifer Sterling, Cathy Brackin, Rachel Autrey, and Danielle Rosson)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Goal #1 FCS will increase the attendance rate to at or above 90% Pre-K to 12th grade. Goal #2 Decrease the number of referrals by 15% by using positive reinforcement and PBIS.

Rationale:

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.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Conduct monthly PBIS meetings with PBIS Team about walk-through information Share data at weekly leadership meetings

Person Monitoring:

Administration

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. PBIS Team training with USF/ Kristi Gomez throughout the school year. 2. Administration team conducts regular walks throughout the day to ensure students are on task and understand the clear expectations campuswide. 3. Administration team will meet regularly to discuss walk-through observations and student behavior/attendance which will occur at weekly leadership meetings. 4. Positive encouragement is given to students on a regular basis when they are doing the right thing.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The Franklin County School District in support of their public and charter schools' shares and disseminates data through the implementation and coordination of the District's Advisory Council which includes stakeholders from the respective schools, the community and students as appropriate and available. Information is also shared via the school weekly newsletter on the web and in print form with Spanish translation available when requested.

[Parent Involvement - Franklin County School District](#)

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The Franklin County School District is a family and community driven organization. Our customer service platform encourages communication often and early to allow all stakeholders a voice in our district. Through dedicated parent involvement funding, a strong education foundation, our district is able to leverage community resources to support families. The school district's event calendar includes multiple pathways to involvement and opportunities to strengthen the home to school connection. These opportunities are widely advertised on the website, with social media, and other

local advertising streams. Formal progress on academics and course completion are provided to parents every 4-5 weeks, not including the report card progress each nine-week marking period. Parents are able to participate in face to face, phone, and virtual options for discussing progress and working with the support structures in place.

Parent Involvement - Franklin County School District

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The goal at Franklin County School is to increase ELA proficiency in grades: 3-10 to 58% or higher and increase Math proficiency in grades: 3-8 to 58% or higher. Monthly faculty meetings, 3 times a month weekly PLC's, focused professional developments, classroom walk-throughs, mentoring programs, are just a few ways that the school will focus on data to ensure that we are meeting our goals. Student centered and standards-based instruction which will be monitored in walk-throughs will ensure that students are showing mastery of the standards and ultimately showing proficiency in ELA and Math.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Franklin County Threat Assessment team was developed last year to ensure all students on campus are safe and able to receive a quality education. In 2023-24 school year the VPK and Pre-K ESE program was moved back to FCS campus. This has allowed Pre-K students the opportunity to collaborate with elementary students, provide administrative support at the school level, offer PD supports to Pre-K teachers, and collaborate with other teachers on instructional strategies. Students in middle school are offered the opportunity to be exposed to a state required career course. This allows students a chance to explore career options at a young age. Many times, this has allowed 8th grade students to meet with the guidance counselor in hopes to register for classes once they enter high school to prepare them to be college and career ready. While in high school, students are offered the opportunity to begin taking Dual Enrollment courses through Gulf Coast College. Students may earn their Associates Degree while in high school. We offer AP and college-based courses on campus to ensure we are offering accelerated courses. We have focused our CTE courses on our

students' needs in order to ensure that they are college and career ready. Some of the CTE courses we offer are Drones, Culinary, Medical, Cadet Core, Agriculture, Business (DIT), Tango Flight (constructing a 2-person plane), and welding.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Franklin County School has created a focus School Based Threat Assessment Team whose approach is to focus on mental health needs, and prevent future threats on campus. Our school offers counseling services both on campus with licensed staff, consultants who come and campus to provide support, and mental health through telehealth options.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Franklin County School has a contract with Gulf Coast College, which allows students in 10th grade and up to take college classes to accelerate their academic and career path. We also offer AP and college courses on FCS campus to ensure we are meeting all students needs. Students are also offered the opportunity to earn Industry Certifications through the following programs: Culinary, Medical, Drones, Welding, Tango Flight, Agriculture, Business (DIT) and Ducks Unlimited through a science class. We are also offering a certification program to our 4th and 5th grade students this year.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Franklin County School is a PBIS school and district whose focus is on prevention of disruptive behaviors. PBIS goals are to encourage students to make positive choices, while consistent expectations are shared campuswide, along with reinforcement of positive behavior. Some students have daily check-in/check-out charts to help enforce positive behavior on a daily basis while making good choices. Our staff has received PD on building relationships and connections with students

while holding all students to high expectations. During the first month of the start to the school year, we have seen a 50% decrease in the amount of discipline referrals on campus and a 5% increase in attendance.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

The key to successful recruitment is hiring early and seeking highly qualified candidates. School and district administration begin searching for highly qualified candidates as early as October for the next school year. If a position is posted, it is displayed on the district website and other means of social media, internet, and the local radio network. For the 2025-26 school year Franklin County School District has increased the teacher salary \$7,000 to ensure that we recruit highly qualified teachers. Currently over 95% of all Franklin County School teachers are certified teachers.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Franklin County School moved the Pre-K ESE and VPK program back on campus in 2023-24 school year. This has allowed Pre-K and VPK teachers the opportunity to collaborate and plan with elementary teachers and administration, participate in Professional Development that is focused on Literacy. Pre-K roundup is being offered 3 times each school year to recruit as many young students for our Pre-K program as possible. The goal is to get students into the Pre-K program to build their reading skills at a young age. Franklin County School's VPK program was rated Excellent based on the metric calculation- a combination of class scores, student achievement on FAST and learning gain. from Division of Early Learning Coalition.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00