

Franklin District Schools



Franklin County School District
Jo Ann Gander, Superintendent

Quality Assurance Report



March 25 - 28, 2007

Table of Contents

Introduction:		Page
	School Information	iii
	District Accreditation Leadership Committees	iv
Section 1:	Guided Self-Study Procedures	1
	Preparations	1
	Planning	1
	Accreditation Planning Calendar	2
	Procedures	3
Section 2:	Accreditation Standards	6
	Standard 1 - Beliefs and Mission	6
	Standard 2 - Governance and Leadership	10
	Standard 3 - Curriculum	13
	Standard 4 - Instruction Design	17
	Standard 5 - Assessment and Evaluation	40
	Standard 6 - Resources	43
	Standard 7 - Student Services	46
	Standard 8 - Stakeholders' Communications and Relationships	50
	Standard 9 - Citizenship	54
	Standard 10 - Continuous Process of School Improvement	55
Section 3:	Continuous Improvement	58
	Vision	59
	Profile	59
	Student Achievement	65
	AYP	76
	Plan	77
Section 4:	Quality Assurance	80

School/Program	Principal, Assistant Principal, Reading Coach, & Guidance Counselor	Total Number of Teachers	Total Number of Teacher Aides	Total Number of Students
Carrabelle PreK -12	Richard Key, Principal Fay Henderson, Support Specialist Serena Mirabella, Reading Coach Alice Garver, Counselor	37	4	509
Brown Elementary PreK - 5	Deborah Huckeba, Principal Support Specialist Harolyn Walker, Reading Coach Wanda Teat, Counselor	20	12	217
Apalachicola High School, Apalachicola Middle School, Chapman Elementary School PreK - 12	Nicklaus O'Grady, Principal Nina Marks, Support Specialist PreK - 8 Edward Joseph, Support Specialist 9 - 12 Dr. Kay Cadwallader, Reading Coach Denise Roux, Reading Coach Melanie Amison, Counselor	36	7	326
Franklin County Learning Center 6 - 12	Teresa Jones, Director	3	2	14
Franklin Adult School	Nan Collins, Director	3	0	30



District Leadership

Administrative Leadership Team

Mikel Clark, Assistant Superintendent

Sam Carnley, Director of Financial Services

Nan Collins, Director of Instructional Support Services

Brenda Wilson, Director of Curriculum and School Improvement

Deborah Huckeba, Principal, Brown Elementary School

Nick O'Grady, Principal, Apalachicola High and Middle Schools, Chapman Elementary School

Richard Key, Principal, Carrabelle School

Charles Wilkinson, New School Planning Coordinator

Instructional Leadership Team

Melanie Amison

Donna Barber

Sarah Broker

Roy Carroll

Cathy Creamer:

Patty Creamer

Alice Garver

Melanie Humble

Eddie Joseph

Barbara Lee

Richard Metcalf

Leigh Smith

Wanda Teat

Michael Todd

Harolyn Walker

Carol Weyrich

Community Leadership Team

Tress Anderson

David Butler

Christie Duncan

Chimene Johnson

Elizabeth Kervin

Dr.Charles Lewis

Monica Moron

Janelle Paul
Jennifer Seymour
Melanie Shiver
Janice Smith
Pastor David Walker
Carlton Whaley
Dana Whaley

Apalachicola High School/Chapman School Advisory Council

Melanie Amison
Crystal Carrin
T. J. Carroll
Neil Daugherty
Beth Dearing
Melanie Hutchins
Tami Ray Hutchinson
Pam Lewis
Teresa Ann Martin
Richard Metcalf
Monica Moron
Nick O'Grady
Janelle Paul
Diana Prickett
Leslie Register
David Walker
Kevin Ward
C. J. Weyrich

Brown Elementary School Advisory Council

Chris Anderson
Tress Anderson
Cathy Creamer
Patty Creamer
Christie Duncan
Patricia Hale
Terry Hilton
Deborah Huckeba
Gewn Huckeba
Terrah Huckeba
Bridget McLeod
Susie Moore
Ronda Newell
Tammy Sasnett
Jennifer Seymour
Wanda Teat
Harolyn Walker
Cathy Wood

Carrabelle School Advisory Council

David Butler

Carol Davis

Fay Henderson

Christine Hinton

David Hinton

Nadine Kahn

Richard Key

Charles Lewis

Mark Mercer

Sheena Millender

Serena Mirabella

Gina Moore

Teresa Oakes

Jack Osburn

Carl Whaley

District Leadership thanks all members for their hard work throughout the accreditation process. The teams appreciate the support and contributions of staff throughout the district as we have engaged in the process of improving teaching and student learning in Franklin County Schools.

AdvancED Guided Self Study

Section One: Guided Self-Study Procedures

Preparations

Many individual and organized groups of stakeholders have contributed to the district improvement process over the past five years. The Franklin County School District has been utilizing a continuous improvement model since the early 1980s when Florida legislatively adopted the System of School Improvement and Accountability. During the past seven years Franklin District moved this improvement model from the school level to a district model with the implementation of our 2002-2007 Strategic Plan. All of our schools and the district level leadership team employ the Plan, Do, Check, Act Continuous Improvement Model to focus on improving both student achievement and program management. Florida's implementation of the FCAT and school grades, as well as, the federal No Child Left Behind Act has moved the accountability movement to the forefront at all levels of Franklin District decision making. These higher expectations, coupled with requests for guidance from the schools, have made it necessary for the district leadership to assume more instructional oversight to promote quality and uniformity in student programs. Finally, the new district accreditation process correlates closely with the district's consolidation plans. Franklin District's strategic planning and the ADVANCED District accreditation process have been meshed to provide a seamless system of checks and balances for schools and district administrators.

Planning

Then newly designed district accreditation process was initially referenced on March 4, 2004, in a report to the Franklin County School Board made by district representatives following their attendance at a SCAS/CASI conference. The Assistant Superintendent for Franklin County Schools attended a state conference the following July and explored the new process further, which led to an invitation to Dr. Patricia Wentz, who conducted a Readiness Visit with district and school representatives on March 8, 2005. This overview of the objectives and the benefits to the schools associated with District Accreditation convinced the Administrative Leadership Team that this process would support the previously adopted strategic plan that provided Franklin District with a cooperative and formalized approach to school improvement. Following the superintendent's recommendation, the Franklin District School Board voted on May 5, 2005, to request District Accreditation. Dr. Mark Elgart, the Chief Executive Officer with the Southern Association of Colleges and Schools, set the dates of March 25 - 28, 2007, for our Quality Assurance Review Visit. The District SACS Chairperson, Charles Wilkinson was designated by Assistant Superintendent Mikel Clark to coordinate and facilitate the District's cooperative efforts to gather the required documentation.

Accreditation Planning Calendar

March, 2004	July, 2004	March, 2005	May, 2005
Initial reference to SACS/CACSI district accreditation in report to Franklin County School board	Further exploration of district accreditation process at State SACS/CASI conference	Dr. Wentz conducts readiness visit with district and school representatives	Franklin County School Board recommends request for district accreditation
September, 2005	October, 2005	March, 2006	May- August, 2006
Accreditation timeline developed	Dr. Elgart contacted with request for QAR visit.	District Self-Study working draft developed District SACS Accreditation Chairperson designated District structure identifying Leadership Teams/Learning Communities developed; teams formed	Instructional Leadership Team holds curriculum alignment workshops during summer. District representative attends SCS/CASI Florida Council on Accreditation conference Student Leadership Teams meet on biweekly basis to discuss consolidation, including district instructional goals.
September 2006	October 2006	November 2006	December 2006
Results of curriculum alignment workshops distributed to staff accompanied by Plan-Do-Check-Act Continuous Improvement model training. Board approves SIPs. Leadership Teams begin monthly meetings, discussing consolidation, including district vision, mission, and goals.	Working Draft Completion of Self Study District representative attends Florida SACS/CASI District Accreditation workshop Distribution of Draft Self Study for leadership team input	Instructional Leadership Team attends Foundation for Excellent Schools national conference to explore College Partnership program	District representative attends national AdvancED conference Presentations to district high school students about district goals, curriculum Course elective surveys distributed and completed electronically by students grades 8 - 11
January 2007	February 2007	March 2007	Continuing
Continued discussion of Self Report with stakeholders Preparations for visit: committees develop presentations for students, community	Continued sharing of Self Report with stakeholders Presentations to students, teachers, community. Final preparations for visit	3/2 QAR leader visits district 3/25-28 District hosts QAR visit	Corrective action in identified areas Monitoring of Strategic Plan and SIPs

Procedures

Assistant Superintendent Mikel Clark and AdvancEd Chairperson Charles Wilkinson prepared district and school administrators to mesh the current strategic planning efforts with the AdvancED process. This entire Administrative Leadership Team met at least once a month and discussed school data, issues, recommendations for change and how the changes would fit into our Continuous Improvement Model. Decisions were not made in isolation and groups like the Instructional Leadership Team, the Curriculum Team and the Reading Coaches worked diligently to ensure that all decisions lead to improved student achievement and our shared belief that students' learning needs should be the ultimate focus of all decisions. Mrs. Brenda Wilson, District Curriculum Administrator, took the lead in providing the support and leadership to these important teams that met at least monthly. Each individual, regardless of their job description, was tasked with determining how their daily efforts directly support student achievement. All district-level administrators and most school level administrators also volunteered to serve on standards verification committees and were involved in preparing the District Standards Narrative.

Using the NSSE publication, *Accreditation for Quality School Systems: A Practitioner's Guide (2004)*, the District Administrative Leadership Team assessed the relationships between the district systems as they support continuous improvement. We currently employ a continuing cycle in which schools, working with their School Advisory Councils, gather data, determine goals, write objectives and receive approval for their school improvement plans. (See Section 3 for graphic display)

The AdvancED Continuous Improvement Model of Vision, Profile, Plan and Results is a perfect match for the Plan, Do, Check, Act Model currently utilized by the schools. District administrators work in partnership with the schools to analyze student performance data, provide research-based programs of instruction and modern facilities, hire highly qualified staff and identify professional development that meets national standards and support student achievement. The District *Plan for Excellence – Strategic Plan 2007-2012*, which we anticipate being approved by the school board in June, 2007, is a living document and a work-in-progress that develops and responds to the results of initiatives presented in the District *Plan for Excellence – Strategic Plan 2002-2007*, provides the umbrella under which these actions are carried out through its goals directing the district to:

- Enhance educational experiences of students and address the varied needs of students while meeting state standards;
- Foster a safe, nurturing educational environment by modeling safe practices, emphasizing human dignity, and promoting opportunities to capitalize on the strengths and skills of each individual;
- Continue to manage finances to maintain a healthy fund balance while providing quality in operations, services to students, and competitive compensation to employees;
- Continue to develop and utilize technology where it can improve the delivery of services and improve performance;

- Provide leadership for improving the overall operation of the school system;
- Use the services of PAEC as an extension of our district office to enhance student achievement and achieve best financial practices.

Our success in meeting these goals is determined by the performance of our students within the accountability system and the feedback we receive from our stakeholders through school and District interactions and surveys. A timeline was created in order to accomplish the tasks and processes necessary for the internal self-study. Incorporated into the timeline were monthly presentations at leadership team meetings to inform and include key leadership in the internal self-study. We observed the need to address the related issues of communication and the establishment of learning communities and saw our district accreditation process as providing the ideal opportunity to set positive features in place to encourage growth in both of those areas. Accordingly, we set up the following teams, each having, but not limited by, its own established mandate:

Instructional Leadership Team

Leads curriculum alignment process; guides teachers in professional development activities (*The First Days of School, Closing the Achievement Gap, Getting Started: Reculturing Schools to Become Professional Learning Communities*, ongoing data analysis). Participates in AdvancED district accreditation process by leading school-level document development and review, disseminating pertinent information to school-level staff. Communicates teacher interests to district; communicates district policies/practices to teachers. Other responsibilities as defined by Administrative Leadership Team

Community Leadership Team

Participates in AdvancED district accreditation process through document development and review, dissemination of information to members of the community; manages community survey distribution and return. Communicates community interests to district; communicates district policy/practices to community. Aids in coordinating new school presentations to community organizations.

Student Leadership Team

Participates in AdvancED district accreditation document development and review; manages student survey distribution and review. Coordinates school-level student groups and activities. Aids in developing new school identity and in supervising implementation of traditions. Communicates student interests to district. Communicates district policy/practices to students.

In addition, the State of Florida mandates that each public school have its own **School Advisory Council**. Among the council's many responsibilities is awareness of school progress in achieving its, and the district's, goals. Members include the school principal and an appropriately balanced number of teachers, education support employees, students, parents, and business and community representatives. A majority of SAC members must not be employed by the school system. Members are representative of the ethnic, racial, and economic community served by the committee. The School Board Policy Manual states the following responsibilities of School Advisory Councils:

- Review the results of any needs assessments conducted by the school administration.
- Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as the goals of the school, indicators of school and student progress, and strategies and evaluation procedures to measure student performance. The school advisory council shall be the final decision-making body at the school relating to school improvement.
- Define adequate progress for each school goal; obtain public input when defining adequate progress for school goals; negotiate the definition of adequate progress with the School Board; and notify and request assistance from the School Board when the school fails to make adequate progress in any single goal area.
- Monitor students' and the school's progress in attaining goals and evaluate the appropriateness of the indicators of student progress and strategies and evaluation procedures which are selected to measure student performance.
- Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the school goals.
- Make recommendations on the accumulation and reporting of data that is beneficial to parents.
- Serve as a resource for the principal and advise the principal in matters pertaining to the school program.
- Provide input on the school's annual budget and the use of school improvement funds, and assist in the preparation of the school budget.
- Inquire about school matters, identify problems, propose solutions to problems, suggest changes, and inform the community about the school.
- Act as a liaison between the school and the community.
- Assist in the preparation of the feedback report to the Florida Commission on Education Reform and Accountability as required by and pursuant to Florida Statutes.
- Identify other duties and functions of the School Advisory Council.

Administrative Leadership Team

The District Administrative Leadership Team was organized to provide improved communications throughout the school system. The communication structure that came to include the Instructional Leadership Team, the Student Leadership Team, and the Community Leadership Team was an outgrowth of discussion and planning initiated by the District Administrative Leadership Team. The District Administrative Leadership Team is comprised of district instructional administrators, Director of Financial Services, all school principals, and the new school planning coordinator. The team meets monthly. The team meetings provide opportunities in which district administrators update the team on program initiatives, deadlines, and compliance requirements. The team conducts planning as an important part of the team's role. The communication organization enables the district administration to explore ideas that are initiated by the District Administrative Leadership Team and/or by another leadership team. The New School Planning Coordinator serves of each of the leadership teams and serves as a liaison to share information from the other teams. The team organizations are serving important roles in the district's consolidation and district accreditation initiatives and provide the framework for sharing information that helps keep people involved in support of the improvement efforts.

ADVANC-ED Guided Self Study

Section Two: District Accreditation Standards

Standard 1 – BELIEFS AND MISSION

A quality system develops and communicates a vision, beliefs and mission that provide a focus for the quality of the work of the students and the quality of the work of the system.

Quality System Indicators

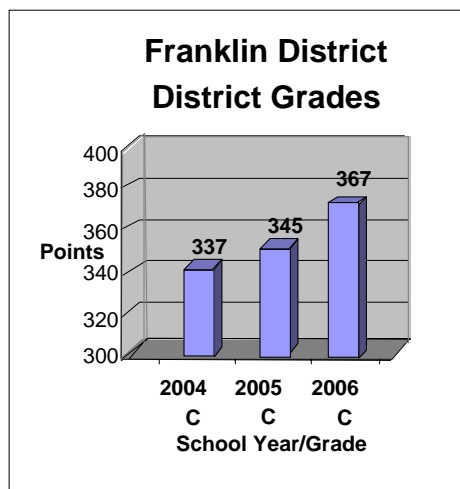
In fulfillment of this standard, the system

- 1.1 Establishes a vision for education in the community through the leadership of the governing board of the system and in cooperation with its stakeholders;
- 1.2 Identifies system-wide goals to advance the vision;
- 1.3 Establishes an accountability system to document and monitor achievement of its goals;
- 1.4 Develops and continuously maintains a profile that describes the system, students, and community;
- 1.5 Ensures that the system's vision, mission, and beliefs guide the instruction and curriculum throughout the system and reflect research and best practices concerning teaching and learning; and
- 1.6 Reviews its vision, mission, and beliefs annually and revises them when appropriate.

Vision, mission, and belief statements identified for Franklin District Schools have long been in place. Franklin District Schools began its implementation of strategic planning in August, 2001. Because School Improvement Plans provide the basis for the district's *Plan for Excellence – Strategic Plan 2007-2012* review and revision of the district plan is intrinsic and an organic feature of our process. The district plan is being monitored virtually constantly and is updated at least annually. Planning for the next five years began on June 28, 2005. Consideration of the district's vision, mission and organizational values was the first step of the strategic planning process. The vision, "The Franklin District School System – a public school system that provides a student-focused comprehensive educational experience, developing responsible citizens that reach their maximum positive potential, while meeting required objectives," identifies the purpose of the organization's existence. While Franklin District ranks 61st when compared to the 67 state districts in the total points earned in 2006, our third grade students were 1st in the state in math gains in 2006, and were 2nd in the state for gains in reading. In addition, we have consistently tested more than 95% of our district's students; in 2006 the percentage was 99%. Our district's commitment to the meeting learning needs of our lowest performing students shows in the facts that, for the past two years, 50% or more of the lowest 25% of our readers made learning gains, and for the past three years we have been able to demonstrate adequate progress for the lowest performing quartile of our students.

The Franklin County School District mission is as follows: “Franklin County School District’s employees are committed to providing a student-focused comprehensive educational experience to meet both required objectives and a long-term goal of developing responsible citizens.”

To accomplish our mission, we will seek and provide visionary leadership, 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, nurturing and positive environment that values the contributions and needs of individuals while working effectively with our Board, staff, parents, and community to achieve our shared vision of a brighter tomorrow for our students. Our district mission statement sets the criteria for major goals and performance objectives. Both are defined within the framework of the district’s shared beliefs, and are used as a context for development and evaluation of intended and emergent strategies. This comprehensive planning document supports all aspects of the district vision, mission and beliefs and drives the district school improvement process (1.1).



Strategic planning is a continuous learning process, an organizational dialogue that extends beyond attaining a set of predetermined goals. It aims to change the way the district thinks, operates, and creates a quality-learning environment for all students. Moreover, it allows the district to maintain focus because it is a process of dynamic, continuous activities of self-analysis. The district’s *Plan for Excellence – Strategic Plan 2007-2012* goals include the following (1.2):

- Enhance educational experiences of students and address the varied needs of students while meeting state standards;
- Foster a safe, nurturing educational environment by modeling safe practices, emphasizing human dignity, and promoting opportunities to capitalize on the strengths and skills of each individual;
- Continue to manage finances to maintain a healthy fund balance while providing quality in operations, services to students, and competitive compensation to employees;
- Continue to develop and utilize technology where it can improve the delivery of services and improve performance;
- Provide leadership for improving the overall operation of the school system;
- Use the services of PAEC as an extension of our district office to enhance student achievement and achieve best financial practices.

Strategic thinking is predicated on involvement of key participants. The Franklin School strategic planning system is based on the foundation of continuous improvement, which itself implies continuing reexamination of student achievement data, and of objectives in light of newly emerging data, by all stakeholders. The data serves as a guide to modify existing objectives and to determine new objectives or specific actions that will result in long-term results. Utilizing this data to reach or redefine the organization's vision and mission is a vital component of the continuous improvement model. Equally vital is the maintenance of learning communities composed of representative members of stakeholder groups. These learning communities, organized and operating as district level leadership teams and school level advisory committees, are designed, trained, and encouraged to be active participants in the continuous improvement process. Team and committee members carefully evaluate current student performance data against previously set expectations, and consider any changes or events that may have had an impact on the desired course of actions. Included in the data to be considered is the profile that describes our system, our students, and our community. The District Improvement Plan includes this profile (1.4). After gaining input from stakeholders, appropriate modifications are made to objectives, and those objectives that have been completed are deleted (1.6).

The revised *Plan for Excellence – Strategic Plan*, as well as the proposed priority objectives, are presented to the board members on two occasions: once for information and the other for final approval. During this period, the revised plan is also shared with the district's leadership teams so that new and priority goals can be incorporated in School Improvement Plans (1.2). Careful analysis of best practices and current research are paramount in considering the action steps (1.5).

The district Administrative Leadership Team, which is composed of district administrators and school level leaders, is responsible for monitoring the progress of the *Plan for Excellence – Strategic Plan*. The plan is monitored continuously, and strategies are developed and shared to continue the implementation of each objective. This information is shared with board members, senior staff, and the other district leadership teams. More importantly, the monitoring process

keeps all stakeholders focused on the district's mission as it relates to each *Plan for Excellence – Strategic Plan* objective (1.3).

Each school develops a School Improvement Plan utilizing the state template. Their School Improvement Plan is approved by their School Advisory Council and founded on the shared goals of their school community. These plans are aligned to a collective body of data (school/district) and ensure that conditions are in place which will optimize learning for all students. Each School Improvement Plan is monitored by the School Advisory Council and the district's Administrative Leadership Team, who provide feedback to enhance the quality of the document. The Superintendent meets regularly with each school principal to monitor student/program progress. Revisions may be made at any time during the year that data indicates components of the plan require adjustment (1.2, 1.3).

To inform the public of the district's vision for education, the *Plan for Excellence – Strategic Plan* is posted on the district's website.

In conclusion, strategic planning is a management tool to help the district do a better job – to focus its energy, to ensure that members of the organization are working toward the same goals, and to assess and adjust its direction in response to a changing environment. Our belief statements and *Plan for Excellence – Strategic Plan 2007-2012* clearly establish the significance of data-driven decisions, research-based practices, high and measurable standards, and a results-oriented system as the impetus for continued improvement in this district (1.1, 1.5, 1.6).

Documentation

1.1 District Vision

1.2 District Goals

1.3 Accountability system

1.4 District Profile

1.5 District Mission and Belief statements

1.6 Review practices: District Administrative Leadership Team, Instructional Leadership Team annual review schedule and results.

Standard 2 - GOVERNANCE AND LEADERSHIP

A quality system provides for and promotes stability in the leadership, governance and organizational structure which include a focus in developing and maintaining a vision; an emphasis on improving student learning; and support for innovative efforts that produce desired results.

Quality System Indicators

Governance

In fulfillment of the standard, the system

- 2.1 Adopts written policies and procedures that promote the effective operation of the system that include clearly defined lines of authority, relationships, and accountability which support the missions, beliefs, and goals of the system;
- 2.2 Permits the administrative team of the system to implement policies and procedures without interference;
- 2.3 Establishes policies and procedures that recognize and preserve the executive, administrative, and leadership prerogatives of the head of the system and the schools; and
- 2.4 Implements policies and procedures that provide for the orientation and training of the governing board.

Leadership

In fulfillment of this standard, the leadership of the system

- 2.5 Maintains access to legal counsel who can advise or obtain information about the legal requirements and obligations that exist in the state, federal, or other jurisdictions in which it operates;
- 2.6 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations from protracted proceedings and claims for damage;
- 2.7 Creates and strengthens collaborative networks of community stakeholders to support student learning; and
- 2.8 Allocates and aligns the human, instructional, financial, and physical resources in support of the vision, mission, beliefs, and expectation for student learning.

Franklin District Schools operate under the governance of the Franklin District School Board whose mission supports the U.S. and Florida Department of Education. The Franklin District School Board is responsible for the control, operation, organization, management and administration of schools and defines that responsibility in the *Official Policy Manual of the School Board of Franklin County*. The Franklin District School Board consists of five members elected by single-member district voting. These five elected School Board members, each

representing one of the five residence zones in Franklin County, are Mr. Jimmy Gander (Chairman), Mrs. Teresa Martin (Vice-chairman), Mrs. Denise Butler, Mr. David Hinton, and Mr. John Richards. Members serve four-year staggered terms. The board annually elects a chair and vice-chair at its November organizational meeting. Board members actively participate in district activities, state school board associations, and the Small District Consortium (2.4). Our superintendent and school board are certified as a Master Board to enhance their roles as members of the board (2.4). The Franklin District School Board allows the highly qualified administrative team to implement policies and procedures without interference (2.1) (2.2). These policies and procedures are available at the Franklin District Schools website www.franklincountyschools.org. All members of the team play an active role in the strategic planning and receive regular updates on implementation and progress. Accountability to the goals and objectives of the *Plan for Excellence – Strategic Plan* at all levels of the organization are monitored by the Administrative Leadership Team and the school board. The school board holds monthly public meetings, and special meetings are called as needed. Timely public notice is provided for all of these meetings. The organizational value of “a safe, nurturing and positive environment that values the contributions and needs of individuals while working effectively with our Board, staff, parents, and community to achieve our shared vision of a brighter tomorrow for our students” is key to the success of Franklin District Schools as the board, administrative staff, schools, and community enjoy a spirit of collegiality (2.7).

The district has an effective strategic planning process that establishes budgetary plans and district priorities to meet the needs of programs that support delivery of curriculum to our students (2.8). Franklin District Schools employs processes that ensure data collection methods which enhance the district goals.

Barbara Sanders, a practicing attorney, is the School Board Attorney. She is present at each board meeting (2.5). Representing the board, the legal counsel actively participates in policy development, personnel issues and legal interpretations of the law (2.5).

On an annual basis the School Board approves insurance policies/renewals to protect its financial stability and administrative operations. The Office of Risk Management at the Panhandle Area Educational Consortium (P.A.E.C.) oversees policy renewals and implementation of practices that support adherence to these policies. The Finance Department ensures that adequate resources are available for the selection of insurance packages to meet legal requirements and provide employee support. Through P.A.E.C., the school district has liability coverage for board owned property, crime, boiler and machinery, workers’ compensation, catastrophic student accidents, etc. The information regarding the limits of liability on each policy, and the specific company name and policy numbers are available in the Comprehensive Annual Financial Report (CAFR) (2.6).

The Franklin District School Board establishes policies and procedures that recognize and preserve the executive, administrative, and leadership prerogatives of the head of the system and the schools. The Superintendent, Mrs. Jo Ann Gander, is an elected official and has served as the district’s Chief Executive Officer over the past six years. The district provides leadership development to all aspiring, new and veteran administrators. The Superintendent’s senior staff consists of four administrators who represent each of the functions of the Franklin District

School System. This team works collaboratively to make well-planned, thoughtful decisions that assure the alignment of human, instructional, financial and physical resources that support the district's Strategic Plan (2.8).

Franklin District Schools are proud of the collaborative networks of learning communities that are developing to support student learning. These networks include School Advisory Councils, district leadership teams, volunteers, business partners, mentor programs, PTO's, booster clubs, etc. All of these groups work to address gaps in achievement levels within subgroups, including economically disadvantaged students and exceptional student education (2.8).

Documentation

- 2.1 Policies and procedures: Franklin County School District Official Policy Manual: adopted April 14, 1998; revised September 8, 2006.
- 2.2 Autonomous implementation: Franklin County School District Official Policy Manual, p.41: Site- or School-Based Management
- 2.3 Autonomous authority: Franklin County School District Official Policy Manual, p. 34
- 2.4 Board training: Franklin County School District Official Policy Manual, pp. 31, 32
- 2.5 Legal counsel: Franklin County School District Official Policy Manual, p. 20
- 2.6 Proof of insurance
- 2.7 School Advisory Committees, Student Leadership Teams
Chart of Leadership Team structure, meeting schedules, and responsibilities. Minutes.
- 2.8 Resource allocation

Standard 3 - CURRICULUM

A quality system offers a research-based curriculum based on clearly defined expectations for student learning that is subject to review and revision at regular intervals.

Quality System Indicators

In fulfillment of the standard, the system

- 3.1 Develops curriculum based on clearly defined expectations for student learning;
- 3.2 Provides a curriculum that includes a set of essential knowledge and skills in each content area;
- 3.3 Aligns curriculum with clearly defined expectations for student learning across subject areas and grade levels;
- 3.4 Ensures that the curriculum reflects a commitment to equity, an appreciation of diversity, recognition of different ways of learning, and challenges each student to excel;
- 3.5 Develops written curriculum guides and support materials that serve as a basis for implementing the curriculum;
- 3.6 Promotes in the curriculum the active involvement of students in the learning process, including opportunities to explore application of higher order thinking skills and to investigate new approaches in applying their learning;
- 3.7 Gathers, analyzes, and uses data and research in making curriculum choices; and
- 3.8 Provides a balance of educational experiences through the curriculum that is based on knowledge of human growth and development, and relies on sound learning principles.

In fulfillment of Standard 3, Franklin District Schools offers a comprehensive and rigorous curriculum aligned with Florida's Sunshine State Standards. In keeping with our vision, "a public school system that provides a student-focused comprehensive educational experience, developing responsible citizens that reach their maximum positive potential, while meeting required objectives" Franklin District's curriculum is based on clearly defined expectations for achieving that vision. For each grade level and course of study, the Sunshine State Standards are defined even further through Grade Level Expectations (GLEs) and course code objectives (3.1).

The district Student Progression Plan clearly defines our curriculum program as standards-based, aligned to Florida Sunshine State Standards. The standards define GLEs and are part of the progression plan and identify what students should know and be able to do as they progress from one grade level to another. All teachers are expected to be proficient in teaching the Sunshine State Standards that are applicable to the course/subject and grade level of their students. Additionally, standards are included in each subject's course of study and are a mandatory part of the local School Board approved curriculum program. Textbooks selected for adoption must align to the Sunshine State Standards; teachers document the inclusion and sequence of the standards and benchmarks through pacing guides, lesson plans or other planning

sources. Textbooks are adopted by the School Board based upon recommendations of selection committees. The Secondary Reading Initiative and the K-12 Comprehensive Reading Plan serve to direct and guide the selection of program components which promote literacy for all students across all subject/content areas. Guiding principles in reading, writing and math serve as a curriculum framework based on research and best practices. The district Pre-K programs (Title I Pre-K and Pre-K D) use a curriculum program specific to the age and learning modalities of 4 year-old students (3.1, 3.2, 3.3, 3.5, 3.8).

The Student Progression Plan, ESE Placement and Procedures Manual, E.S.O.L. Placement Manual and other documents identify the appropriate programs of study for limited English proficient students, ESE students on both regular and special standards, ESE gifted students, and students requiring academic intervention and remediation. The academic plans developed for this set of students are monitored on a frequent basis with revisions based on analysis and application of assessment results (3.7).

By utilizing Franklin District's *Plan for Excellence – Strategic Plan*, Franklin District Schools enhance curricular and instructional opportunities for all students. On May 2, 2006, Commissioner Winn announced the top 10 districts for making increases in third grade proficiency. Franklin District led the state in mathematics with a 15.07 percent point increase in the percentage of third grade students demonstrating proficiency – up to 72%, compared with 57% in 2005. Franklin District also ranked among the top 10 districts in the state for closing the achievement gap for African-American students, both in reading (3.7%) and in mathematics (4.4%). Through our newly developing curriculum guides and FOCUS lessons, which are part of our Continuous Improvement Model that targets specific Sunshine State Standards for reading, math and science each day, we look forward to even greater increases in student achievement. Additionally, parents have access to Grade Level Expectations and Sunshine State Standards to ensure that the students are provided the support they need from all stakeholders (3.2) (3.5).

One of the objectives of the FOCUS process is to determine essential components of curriculum, align them to Sunshine State Standards, and establish priorities for instructional time (Plan, Do, Check, Act). Curriculum alignment through curriculum mapping, vertical planning, and networking has been the object of considerable attention, both at the district and at the school level. The district sponsored summer curriculum alignment workshops, organized by subject and grade level, in which teams of teachers examined student performance data and developed pacing guides which when fully developed will be coherent, living documents, available online for the addition of lesson plans, pre- and post tests, comments, strategies, and links (3.5). Two teachers have received the reading endorsement in the past year, and another six teachers are in a cohort that is actively pursuing the endorsement. Teachers have received training in the Six Traits of Writing during the current school year and have been offered training in the latest scientifically based reading strategies. Reading in the Content Area strategies were given to teachers during their lunch hours and in professional learning groups by Serena Mirabella, the Carrabelle School Reading Coach. Mrs. Mirabella has also facilitated Response to Intervention, Ongoing Progress Monitoring, Guided Reading, Vocabulary Study Groups (*Bringing Words to Life*, by Isabel Beck), Understanding the 90-Minute Reading Block, and development of Individual Professional Development Plans. Other trainings have included Differentiated Instruction (Using Technology to Enhance Instructional Delivery and Target Deficient Skills:

FOCUS with Florida-Achieves); Destination Math; Destination Reading; Effective, Efficient Learning; Reading Mastery; Data Analysis; and Harry Wong's "The First Days of School" and "The Effective Teacher." The district has allowed time for grade level and departmental meetings during the year. Where possible, this integration of the curriculum has been incorporated successfully as a result of extensive staff development (3.3).

In an effort to ensure that the curriculum reflects a commitment to equity, all high performing students are encouraged to register for challenging course work at the secondary level, with the Florida Virtual School complementing courses available at our high schools. At the elementary level, it has been an objective to ensure that students, especially exceptional education students, have access to the entire curriculum. An equity plan is completed each year and goals are established to ensure equity. It is an organizational trait that we value diversity and strength of individual differences. Since all students learn differently, training opportunities are provided for teachers in Differentiated Instruction and in Cooperative Learning, as well as in positive behavior support strategies (3.4). The district has implemented *Creating Independence through Student-owned Strategies* (CRISS) training in district schools. District response to student input is in evidence in the work of our Curriculum Development Committee, which developed, presented, and assessed elective preference surveys district-wide for students in grades 8 – 11, and has used student responses to help shape the high school master schedule of classes for the 2007-2008 school year (3.6, 3.7). The district has also used its partnership with the Gulf Coast Work Force Board to develop and analyze a stakeholder survey distributed to all parents and students in grades 8 – 11 as well as district staff and members of the county's business community. The results of this survey indicated great interest on the part of all parties in the enhancement of career education in the area of information technology, which in turn supported a \$12,500 WIRED grant application to Florida's Great Northwest for the development of a multi-county service network that will have at its center an innovative information technology program for students in the district's middle and high school (3.7).

Classroom Walk-Through Training has been made available to all administrators. This training provides administrators with a vehicle for monitoring and encouraging student involvement in learning, a focus on the Sunshine State Standards appropriate for the grade level or subject area. The numerous awards and scholarships received by our students at our annual graduation exercises are evidence of the importance Franklin District Schools place on this indicator. The extensive teacher training that has been conducted in recent years places an emphasis on higher order thinking skills by incorporating appropriate learning strategies for use with students. The instructional design provides all students with instruction that stimulates and enhances intellectual and creative development of higher order thinking skills and requires students to apply their learning (3.6). The LIFE (Learning In Florida's Environment) program offered to middle school students through a partnership with the Florida Department of Environmental Protection, the Estuarine Research Laboratory, and the Florida State University Marine Laboratory at Turkey Point is an excellent example of such an initiative. Students are involved in on-site, hands-on, open-ended activities that guide them to deeper understanding of the unique ecosystem in which they live.

When making curriculum decisions, data and research are used prior to implementing new programs. This occurs through committee processes when adopting new programs and selecting

supplementary programs. In particular, the Florida Center for Reading Research (FCRR) is relied upon in the area of reading when making decisions regarding programs and how best to teach reading. Additionally, a Progress Monitoring Plan (PMP) is created for struggling students and incorporates a wide variety of data in the decision making process. The district utilizes Snapshot as a means of analyzing and utilizing data and research. Snapshot may be replaced with Sunshine Connections upon its availability. DIBELS (Dynamic Indicators for Basic Early Literacy Skills) and FORF (Florida Oral Reading Fluency) data are being used to assess students' oral reading fluency (3.7). The use of scientifically-based reading, mathematics, and science programs in the elementary, middle, and high schools is one example of the learning principles employed that focus on a systematic and explicit system for teaching reading (3.8).

“Emphasizing human dignity, and promoting opportunities to capitalize on the strengths and skills of each individual” is an organizational value of high importance. As a result, the curriculum is balanced through the offering of academic as well as nonacademic courses such as art, music, drama, and other fine arts. Child development and adolescent growth theory is incorporated into the methodology as instruction is delivered. Character Education is also being taught through the PeaceBuilders program, and PeaceBuilders councils composed of dedicated students and staff sponsors in three of our four schools, to improve student-to-student and student-to-teacher relations, and to help foster a thoughtful, well-rounded student and future citizen. Brown Elementary School has had its own, unique, and successful, positive behavior support and character education program in place for several years (3.6).

Documentation

- 3.1 Curriculum aligned with SSS mastery
- 3.2 Curriculum alignment with SSS strands
- 3.3 Curriculum alignment with SSS strands
- 3.4 Bias-free curriculum
- 3.5 Curriculum guides
- 3.6 SSS alignment with FCAT emphasis on higher-order thinking skills
- 3.7 Summer curriculum alignment workshops; Snapshot system training for teachers
- 3.8 Curriculum alignment with SSS research-based principles

Standard 4 - INSTRUCTIONAL DESIGN

A quality system develops and employs instructional strategies and activities in support of student achievement of the expectations for learning defined by the curriculum.

Quality System Indicators

In fulfillment of the standard, the system

- 4.1 Analyzes and uses the results of assessments of student learning to improve instructional design and effectiveness;
- 4.2 Designs and employs instructional strategies and activities that are research-based and reflective of best practice;
- 4.3 Aligns the instructional design, including strategies and action plans, with the system's mission and expectations for student learning;
- 4.4 Allocates and protects instructional time to support student learning;
- 4.5 The instructional design provides all students with instruction that stimulates and enhances intellectual and creative development of higher order thinking skills and requires students to apply their learning; and
- 4.6 Provides a comprehensive program of information and media services that are aligned with its beliefs, mission and goals.

Standard 4, Instructional Design, is reflected in the district's *Plan for Excellence – Strategic Plan* and School Improvement Plans. The district mission, "Franklin County School District's employees are committed to providing a student-focused comprehensive educational experience to meet both required objectives and a long-term goal of developing responsible citizens," is the guiding factor in our efforts to improve instruction that will stimulate learning.

In addressing Standard 4, the system analyzes and uses student learning assessment results to improve instructional design and effectiveness. The district provides student performance data results for strategic planning at the district and school levels. For example, FCAT data are used to determine levels of student achievement with detailed information related to strands and benchmarks available at the district, school, and classroom levels. It assists schools through training and consultation to analyze these data in relation to improving instruction, evaluating existing programs, and addressing student achievement issues. The focus and use of data provide the school system and its schools with the ability to assess the impact that instruction has on improving student performance. For instance, Snapshot and data analysis training are provided to district and school level instructional personnel. This training assists in the interpretation and analysis of test data. Teachers use test results to determine the specific needs of whole class, small groups, and individual students. Data received by the district drives the curriculum and instructional objectives for the district, which establishes the framework for targeted areas of the strategic

plan (4.1). The district has organized curriculum teams according to subject areas and grade levels. These teams help to assure curriculum alignment with State Standards, Benchmarks, and Grade Level Expectations, through instructional calendar pacing guides that provide teachers with correlated emphasis on the standards identified through assessment and data analysis (4.1).

Throughout the system, the district designs and employs instructional strategies and activities that are research-based and reflective of best practices. Teachers use test results to identify students in need of additional services. The needs of Level 1 and 2 students in reading are addressed in Intensive Reading and Read 180 classes, and through focus in the content areas on developing reading skills. Level 1 and 2 students in mathematics receive additional instruction and remediation using math strategies to help them progress. Instructional personnel use the information to close the achievement gap by providing additional instructional services based on local, state, and federal policies and guidelines. School Improvement Plans address closing the achievement gap for all students by providing appropriate instructional programs and services, by ensuring compliance with federal, state and local laws and policies, and by ensuring implementation of effective instructional practices. Purchase of other resources is determined by proven effectiveness in increasing student achievement. This process involves data disaggregation, an instructional timeline, an instructional focus, assessment, enrichment, maintenance, and monitoring. Professional development activities focusing on student achievement and assessment include leadership team meetings, principals' meetings, curriculum contact meetings, FOCUS staff development, and school-level reading and discussion groups led by members of the Instructional Leadership Team (4.2, 4.3).

Franklin District Schools fulfill Standard 4 by aligning the district's *Plan for Excellence – Strategic Plan* and School Improvement Plans, including strategies and actions plans, with its vision and mission. The district's *Plan for Excellence – Strategic Plan, 2007-2012* focuses on student achievement, closing the achievement gap, and identifying best practices, strategies, and action steps for addressing No Child Left Behind, adequate yearly progress, and the Florida A+ Plan, as well as other local, state, and federal regulations and policies. Each objective includes an anticipated outcome, strategies, action steps, person responsible, timeline, date completed, and financial impact. The objectives being developed for the next five years include the following:

Goal 1: Enhance educational experiences of students and address the varied needs of students while meeting state standards.

Objective 1a: The district will secure and utilize the services of consultants with expertise and experience in successful school districts to assist teachers in aligning curriculum and instruction with the Sunshine State Standards.

State Goal(s) 1,2,3,4,6: Readiness to Start School, Graduation Rate, Students Performance, Learning Environment, Teacher and Staff.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will obtain the services of highly respected educational consultant(s) with vast experience in a high performing district.	School Board Superintendent District Administrators	Activity Document Consultant Documents	Annually 2007-2012	\$10,000.
The district will collaborate with PAEC and others to identify successful practices that can be adapted to use in Franklin County.	School Board Superintendent Principals Teachers Support Personnel	Records of Activities In-service Records	Annually 2007-2012	\$2,000.
The district will organize a District Instructional Leadership Team Structure and utilize the implementation to improve student performance.	Asst. Supt./Dir Schools District Administrators	Records of Activities	Annually 2007-2012	

- Financing included in annual PAEC Assessments/Agreements

Goal 1: Enhance educational experiences of students and address the varied needs of students while setting state standards.

Objective 1b: The district will assist each school with the implementation of an approved School Improvement Plan.

State Goal(s) 1,2,3,4,6: Readiness to Start School, Graduation Rate, Students Performance, Learning Environment, Teacher and Staff.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will provide budgetary information and technical assistance to the principal for the successful implementation of each school's School improvement Plan developed with the school Improvement Committee and approved by the Franklin County School board.	School Board Superintendent Director of Business Services	Adequate Progress Reports	Annually 2007-2012	No additional budgetary impact-regular job duties
The district will organize a District Instructional Leadership Team Structure and utilize the implementation to improve student performance as measured by the district achieving a district school grade GPA of 3.0 by 2010	Asst. Supt/Director Dist. Administrator New School Planning Coordinator	SIP Progress Reports Annual district GPA calculation	3.0 by 2010	Minimal additional costs

Goal 1: Enhance educational experiences of students and address the varied needs of students while meeting state standards.

Objective 1c: The district will provide state of the art technology and training to support instruction and maintain technology equipment and infrastructure.

State Goal(s) 1,2,3,4,6,8: Readiness to Start School, Graduation Rate, Students Performance, Learning Environment, Teacher and Staff, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
Distance Learning instruction will be expanded and staff development will be provided in the effective use of technology	School Board Superintendent Assistant Superintendent/Director Principals District Tech. Teacher Teachers	Master Schedule Board Minutes Grant Documents In-service Records Student System Reports	Annually 2007-2012	\$50,000.

Goal 1: Enhance educational experiences of students and address the varied needs of students while meeting state standards.

Objective 1d: The district will employ and retain highly qualified personnel.

State Goal(s) 1,2,3,4,6: Readiness to Start School, Graduation Rate, Students Performance, Learning Environment, Teacher and Staff, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will encourage improved personnel performance through performance appraisal/professional development and minimize the number of teachers assigned to teach out of field.	School Board Superintendent Principals Supervisors Employees	Master Schedules Personnel Records Professional Development Plans and Records	Annually 2007-2012	No additional Budget Impact Regular job duties

The district will make efforts to increase the number of teachers participating in the National Board Teacher Certification Program.	School Board Superintendent Assistant Superintendent/Director Principals Teachers	Activity Records	Annually 2007-2012	Regular job duties
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Goal 1: Enhance educational experiences of students and address the varied needs of students while meeting state standards.

Objective 1d: The district will employ and retain highly qualified personnel.

State Goal(s) 1,2,3,4,6: Readiness to Start School, Graduation Rate, Students Performance, Learning Environment, Teacher and Staff, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will develop and implement an induction/orientation and mentoring program for employees.	School Board Superintendent District Administrators principals	Program Documents Participation Records	Implementation 2007-2012	\$10,000
The district will provide personnel to adequately support the instructional program.	Superintendent School Board Principals District Administrators	Personnel Reports School Board Minutes	Annually 2007-2012	\$6-6.5 Million

Goal 1: Enhance educational experiences of students and address the varied needs of students while meeting state standards.

Objective 1d: The district will provide a quality education for all learners in Franklin County.

State Goal(s) 1,2,3,4,6,8: Readiness to Start School, Graduation Rate, Students Performance, Learning Environment, Teacher and Staff, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
All district schools currently accredited by the Southern Association of Colleges and Schools will continue with activities that will ensure their continued accreditation. The district is seeking SACS/CASI Advanc-ED district accreditation	New School Planning Coordinator, Principals, Assistant Superintendent, Superintendent, School Board	SACS/CASI Reports School SACS/CASI Documents	Annually 2007-2012	\$3,000.
The district will provide exceptional student education and other special programs adequate to meet the needs of the students and the school system.	School Board, Superintendent, District Administrators	Master Schedules Student System Records Monitoring/ Audit Report	Annually 2007-2012	\$850,000.
The district will adopt and purchase textbooks as indicated by the state adopted textbook cycle.	School Board, Superintendent, Dir of Curriculum	School Board Minutes Administrative Document Purchase Orders	Annually 2007-2012	\$115,000.

The district will maintain updated School improvement Plans, an ESOL Plan, Technology Plan, Special Programs and Procedures. Federal Program Plan requirement, a Code of Conduct and Dropout Prevention Plan.	School Board, Superintendent, District Admin., principals	Plan Documents School Board Minutes	As Required 2007-2012	No added impact – Regular duties
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Goal 1: Enhance educational experiences of students and address the varied needs of students while meeting state standards.

Objective 1e: The district will provide a quality education for all learners in Franklin County.

State Goal(s) 1,2,3,4,6,8: Readiness to Start School, Graduation Rate, Students Performance, Learning Environment, Teacher and Staff, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will identify students that need remedial services in reading, writing, and math and provide adequate services to meet the identified needs.	School Board Superintendent Dist. Admin. Principals Teachers/Guidance	SAI Plan and PMPs	Annually 2007-2012	*
The district will work with other institutions/groups to increase the vocational/technical program offerings.	School Board Superintendent Dist. Admin.	Master Schedules Cooperative Agreements Administrative Documents	Annually 2007-2012	*

The district will continue to provide or and encourage parental involvement.	School Board Superintendent Principals	School Records	Annually 2007-2012	*
Assess all kindergarten students for readiness.	School Board Superintendent Dist. Admin. Guidance Teachers PAEC/FDLRS	Student Records	Annually 2007-2012	*

* Regular Job Duties - No additional budgetary impact

Goal 1: Enhance educational experiences of students and address the varied needs of students while meeting state standards.

Objective 1e: The district will provide a quality education for all learners in Franklin County.

State Goal(s) 2,3,4,6,7,8: Graduation Rate, Students Performance, Learning Environment, Teacher and staff, Adult Literacy, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will provide an adult education program that allows students enrolled to earn a high school diploma or enhance employability skills.	School Board Superintendent Dir. of Spec. Prog.	Program Records	Annually 2007-2012	\$85,000.
The district will provide and implement a Board and State approved School Food Services Plan/Program.	School Board Superintendent Dir. of Spec. Prog.	Board Minutes SFS Records	Annually 2007-2012	\$475,000.

The district will provide a student transportation system that meets state and Federal regulations. The district will provide an updated bus route and schedule plan that provides for student safety.

School Board
Superintendent
Coord. Of Trans

School Board
Superintendent
Maintenance/
Facilities
Coordinator

Board Minutes
Trans. Dept.
Records

Annually
2007-2012

\$365,000.
+
\$65,000.
LCIF

The district will provide a school maintenance/facilities program that meets state and federal regulations and standards.

The district will provide a safety and emergency management program that meets state and federal standards.

Goal 2: Continue to manage finances to maintain a healthy fund balance, while providing quality in operations, services to students, and competitive compensation to employees.

Objective 2a: The district will target and achieve a minimum undesignated fund balance of the greater of ten per cent of general revenue or \$1,000,000 by the end of year five.

State Goal(s) 1,2,3,4,5,6,8: Readiness to Start School, Graduation Rate, Students Performance, Learning Environment, Teacher and Staff, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
<p>The district will establish a minimum class size, below which justification must be provided. Staffing levels will be determined based upon program needs, student population and availability of funding, Positions will be filled based upon a Position control System that reflects School Board approved positions that are funded.</p>	<p>School Board Superintendent Asst.Supt. Dir. Financial Services Dist. Admin. Principals</p>	<p>Master Schedules Position Control Documents Administrative Documents</p>	<p>Annually 2007-2012</p>	<p>*</p>
<p>The district will initiate planning for each year with provisions for employees and will encourage efficiency in school planning to reserve the salary provisions to the extent possible.</p>	<p>School Board Superintendent Dir. Financial Services Dist. Admin. Principals</p>	<p>Budget Planning Documents</p>	<p>Annually 2007-2012</p>	<p>*</p>

* Regular administrative Job Duties – No additional budgetary impact

Goal 2: Continue to manage finances to maintain a healthy fund balance, while providing quality in operations, services to students, and competitive compensation to employees.

Objective 2b: The district will secure the services of expert school facilities planners to assist with the development of short and long range facilities plans for recommendation to the School Board.

State Goal(s) 1,2,3,4,5,6,8: Readiness to Start School, Graduation Rate, Students Performance, Learning Environment, Teacher and Staff, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
<p>The district will secure expert facilities planners to complete an educational Plant Survey with recommendations and to update the district data in the Florida Inventory of Schoolhouses. The facilities planners will assist the administration in developing and implementing a new five year facility plan for recommendation to the School Board and will assist the district in securing funds to support the recommendations.</p>	<p>School Board Superintendent Dist. Admin.</p>	<p>Board Minutes Facilities Documents</p>	<p>Annually 2002-2007 As Required</p>	<p>\$75,000. + Work Plan & Projects Budgets</p>

Goal 2: Continue to manage finances to maintain a healthy fund balance, while providing quality in operations, services to students, and competitive compensation to employees.

Objective 2c: The district will prepare for and complete an OPPAGA Review of Best Practices.

State Goal(s) 1,2,3,4,5,6,8: Readiness to Start School, Graduation Rate, Students Performance, Learning Environment, Teacher and Staff, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will complete a self-assessment in preparation for a Quality Assurance Review for AdvancED District Accreditation and make revisions as indicated to the extent possible.	New School Planning Coordinator School Board Superintendent Asst.Supt/Dir. Dist. Admin. Principals PAEC	Assessment Information and Administrative Documents	2007-2012	*
The district will cooperate with the AdvancED QAR and consider the implementation of the recommendations.	School Board Superintendent	OAR Report School Board Minutes	2007-2012	*
The district will manage Risk in accordance with the established procedures of the PAEC Risk Management Consortium.	School Board Superintendent Dir. Financial Services Dist. Admin. Principals	Monthly and Yearly Reports from PAEC Managed care Providers and Insurance Companies	Annually 2007-2012	\$357,000.

* No additional budgetary impact - within regular job duties.

Goal 3: Foster a safe, nurturing educational environment by modeling safe practices, emphasizing human dignity, and promoting opportunities to capitalize on the strengths and skills of each individual.

Objective 3a: The district will conduct safety inspections, provide supervision and monitoring to help insure a safe environment.

State Goal(s) 2,3,4,5,6,7,8: Graduation Rate, Students Performance, Learning Environment, Teacher and staff, Adult Literacy, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will conduct OPPAGA and other safety inspections and submit reports annually, making corrections is needs are indicated.	School Board Superintendent Coord. Facilities Dist. Admin. Principals PAEC	Inspection Reports Work Orders Purchase Orders	Annually 2007-2012	*
The district will provide a quality maintenance program that includes preventative maintenance procedures and operations.	School Board Superintendent Coord. Facilities	Maintenance Records Safety Reports	Ongoing 2007-2012	\$1,000,000.
The district will update the Code of Conduct and will include provisions to address student attendance.	School Board Superintendent Dir/Admin. Serv.	Board Minutes Code of Conduct	Annually 2007-2012	*

* No additional budgetary impact - within regular job duties.

Goal 3: Foster a safe, nurturing educational environment by modeling safe practices, emphasizing human dignity, and promoting opportunities to capitalize on the strengths and skills of each individual.

Objective 3a: The district will conduct safety inspections, provide supervision and monitoring to help ensure a safe environment.

State Goal(s) 2,3,4,5,6,7,8: Graduation Rate, Students Performance, Learning Environment, Teacher and staff, Adult Literacy, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will develop and maintain a plan for crisis prevention and management plan.	School Board Superintendent PAEC/Risk Man. Principals District Safety Coordinator	Crisis Management Plans	Review Annually Update as Needed	\$3,000**
The district will collaborate and cooperate with local emergency personnel and law enforcement agencies.	School Board Superintendent Coord. Of Safety	Incident Reports	Ongoing as needed	*

* No additional impact on budget – within regular job duties.

** PAEC Risk Management activities and assistance

Goal 3: Foster a safe, nurturing educational environment by modeling safe practices, emphasizing human dignity, and promoting opportunities to capitalize on the strengths and skills of each individual.

Objective 3b: The district will provide staff development activities to promote a safe, nurturing environment

State Goal(s) 2,3,4,5,6,7,8: Graduation Rate, Students Performance, Learning Environment, Teacher and staff, Adult Literacy, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will work with PAEC professional Development Center and other staff development sources to design and provide staff training to promote a safe and nurturing educational environment.	School Board Superintendent Asst. Supt/Dir. Principals PAEC Employees	Master In-service Plan In-service Records	Annually 2007-2012	Staff Development + Teacher Training Allocations
The district will provide staff training and promote parent involvement and parent-teacher conferencing/ communication.	School Board Superintendent District Admin. Principals PAEC Teachers	In-service Records School Documents PAEC Records	Annually 2007-2012	Included above
The district will assist schools in the provision of performing arts and athletic experiences that foster a healthy pride in the school and in individuals.	In-service records School Documents PAEC Records	School Calendars Budgets Purchase Orders Administrative Documents	Annually 2007-2012	Included in other items

Goal 4: Continue to develop and utilize technology where it can improve the delivery of services and improve performance.

Objective 4a: The district will maintain and continue to upgrade the district's technology networks software, and hardware.

State Goal(s) 1,2,3,4,5,6,7,8: School Readiness, Graduation Rate, Student Performance, Learning Environment, Teacher and Staff, Adult Literacy, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will provide equipment, software, infrastructure, and personnel to maintain and continue to upgrade the district's technology resources and program.	School Board Superintendent Asst. Supt/Dir. Dist. Admin. Tech.Res. Teacher PAEC Principals/ Teachers	Technology Documents Purchase Orders	Annually 2007-2012	\$900,000.

Goal 4: Continue to develop and utilize technology where it can improve the delivery of services and improve performance.

Objective 4b: The district will provide continuing training in the effective use of technology.

State Goal(s) 1,2,3,4,5,6,7,8: School Readiness, Graduation Rate, Student performance, Learning Environment, Teacher and Staff, Adult Literacy, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will provide continuing training in the effective use of technology by using district staff, PAEC, FLA, FIRN, DOE, and other consultants. Data analysis and use in planning will be included in the training.	School Board Superintendent Asst. Supt/Dir. Dist. Admin. Principals	In-service Records	Annually 2007-2012	*

*Regular Job Duties/Teacher Training Allocation/Grants - No additional budgetary impact

Goal 4: Continue to develop and utilize technology where it can improve the delivery of services and improve performance.

Objective 4c: The district will use distance learning technology to provide instructional opportunities for students and teachers.

State Goal(s) 2,3,4,5,6,7,8: Graduation Rate, Student Performance, Learning Environment, Teacher and staff, Adult Literacy, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will utilize technology to provide classes jointly offered between the high schools to expand the utilization of teaching resources.	School Board Superintendent Dist. Admin. Principals/ Guidance Tech. Res. Teacher	Master Schedules School/District Records	Annually 2007-2012	*
Florida Virtual School and other online curriculum resources will be used to enhance and expand course offerings to local students, including advanced placement, and gifted learners.	School Board Superintendent District Admin. Tech. Res. Teacher Principal/ Guidance	School Records Student System Information	Annually 2007-2012	*
The district will continue the expansion of the district web site to provide online resources for parents, students, teachers, administrators, prospective teachers, and others.	School Board Superintendent Asst. Supt/Dir District Admin. Tech. Res. Teacher	Web Site	Annually 2007-2012	*

*With equipment in place and Technology allocations/grants no additional budgetary impact.

Goal 5: Provide leadership for improving in the overall operation of the school system.

Objective 5a: The district will provide for program development and compliance with applicable Statutes and Rules.

State Goal(s) 1,2,3,4,5,6,7,8: School Readiness, Graduation Rate, Student Performance, Learning Environment, Teacher and Staff, Adult Literacy, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
The district will pursue expanded technical/vocational offerings through all available avenues, including Gulf/Franklin Center, Adult vocational education, Area vocational/Technical Centers, PAEC, Work Force Education and, through the use of technology.	School Board Superintendent Dist. Admin. Principals Guidance Counselors	Program Information	Annually 2007-2012	*
The district will comply with federal, State, and Local Statutes, rules and Regulation. The School board Policies will be updated to reflect the current Statutes.	School Board Superintendent Dist. Admin. PAEC Sch.Bd.Attorney	School Board Policies District/ School Records	Annually 2007-2012	*

*These initiatives will be addressed within existing job duties and will not additionally impact the regular budget beyond past expenditures and special funding acquired.

Goal 6: Use the services of PAEC as an extension of our district office to enhance student achievement and achieve best financial practices.

Objective 6a: The district will attribute the leadership and support of PAEC as contributing to the district's achievement of three or more district goals.

State Goal(s) 1,2,3,4,5,6,7,8: School Readiness, Graduation Rate, Student Performance, Learning Environment, Teacher and Staff, Adult Literacy, Parent Involvement.

Strategies	Action Plan Person(s) Responsible	Adequate Progress and/or Completion Evidence	Timeline	Budget (Estimated Cost)
Maintain membership in PAEC	School Board Superintendent	Signed Resolution	July 2007 and Annually 2007-2012	\$0
Secure a listing of services available from PAEC.	Asst.Supt/Dir.	Resource Services Directory Available to District personnel	Sept. 2007	\$500.
Disseminate listing of services throughout the district.	Superintendent Asst.Supt/Dir.	Each district school will have a master list of PAEC services.	Sept. 2007	\$300.
Disseminate goals statement throughout the district (PAEC responsible for designing and printing posters.)	Superintendent	Posters outlining district goals are visible in each district school.	Sept. 2007	\$1,000.

Instructional time is allocated and protected to support student learning. Franklin District Schools clearly communicates and monitors district expectations and guidelines to instructional personnel regarding the protection of instructional time. The K-12 Literacy plan and the Reading First grants guarantee a ninety (90) minute protected reading block for elementary students which is monitored by our Reading Coaches. It is, however, the principal's ultimate responsibility to ensure instructional time is protected while providing the flexibility to meet the students' instructional needs (4.4).

Franklin District Schools address the diverse needs of its students by implementing a variety of instructional designs that provide all students with stimulating instruction which enhances intellectual and creative development of higher order thinking skills and requires students to apply learning. These best practices assist teachers by providing strategies and resources to accomplish the standards' expectations. Emphasis is placed upon higher order thinking skills and their application to real-world experiences. In addition, there is the opportunity for school and program choice, including honors courses, vocational career courses, alternative education, dual enrollment at the local college, and Diversified Cooperative Training (DCT) (4.5).

The district provides a comprehensive program of information and media services, and is aligned with its beliefs, mission, and goals as defined by Florida Statute 1012.01. The library media center serves as the information, research and cultural center of the school. Service to patrons (teachers, students, parents, and the community) is the highest priority. The mission of the library media program is to actively support and advance the purpose, philosophy and goals of the school in academic, community and extra curricular activities. This includes the following media services that are delivered through the school library media centers and/or district media center:

Florida Department of Education (FLDOE)

- **FLDOE** provides satellite downlink capabilities for the district to participate in live broadcasts.
- **FLDOE** offers free video and programming duplication to the district.
- **FLDOE** provides satellite broadcasts from the state department of education which includes ITV programming, current affairs, and emergency information.

Panhandle Area Educational Consortium (PAEC)

- **PAEC** provides hardware, software, and technical support through the School Library Media Center (SLMC) for students with disabilities.
- The **Florida Education Channel (FEC)**, broadcast through PAEC, offers staff development opportunities and curriculum enhancement tools which include K-12 television programming, teacher guides, and Sunshine State Standards correlation.
- The **FEC** provides programming available 24/7.
- The monthly **FEC** newsletter is emailed to all teachers through FirstClass, the district email system.

District Media Services

- The Director of Media Services provides informational and technical support to media specialists in their role as teacher, instructional partner, information specialist, and program administrator.
- Guidance, monitoring and training is made available to school media specialists throughout the district in such areas as expenditure of state Instructional Materials

(media) allocations, and state and district policies as they relate to instructional media materials.

- The District Media Center (DMC) offers printing and publication services, such as copying, binding, laminating, and poster-making.
- The DMC provides a circulating audio and video collection for all schools and community agencies as requested.
- The **District School Board Policies** has board approved procedures for responding to challenged materials in the district and school library media collections.

School Library Media Centers (SLMC)

- The school library media specialists are an integral part of the instructional program for all grade levels. As a member of the instructional support team, the library media specialist must be proficient in many areas to develop and maintain a media program that enhances and supports the curriculum.
- The **Franklin County School District Library Media Handbook** details management, collection development, curriculum support and professional development procedures for all SLMCs.
- The SLMCs provide opportunities for patrons to use both print and non-print media before, during and after school.
- SLMC use a standard automation system to catalog and circulate material.
- Online Resources (such as **Worldbook Online**), are selected for patrons use at school or home.
- The SLMCs contain book collections that meet or exceed minimum SACS standards for collections and a Media Collection Development Procedure exists for acquiring new books and materials.
- Each SLMC completes a thorough yearly inventory to maintain diverse, quality and current collections.
- SLMC collections are reviewed annually to dispose of materials that are badly worn or out-of-date.
- SLMCs provide TV program duplication (that complies with accepted federal copyright guidelines) for teachers and administrators.
- The SLMCs provide teacher support materials for TV programming such as print and web resources.
- SLMCs maintain TV studios where patrons can create video and television productions.
- The **Florida Education Channel** and other educational programming, via cable or satellite, as well as video programs, is delivered through the SLMC using the school's closed circuit television systems (CCTV).
- School Library Media specialists are administrators for instructional programs such as Riverdeep, CCC SuccessMaker, Renaissance Place, FCAT Explorer, and SCANTRON.
- School Library Media Specialists manage and troubleshoot all operations in the media center computer labs.
- School Library Media Specialists provide instructional services to students using word processing and multimedia software.

Annual district media goals are established based on annual needs assessment. An annual needs assessment is administered to media specialists to determine goals/needs in the areas of training, services, and resources as they relate to the media centers. The District Media Services department in cooperation with the local public library provides a comprehensive program of programs for young children and students (4.6).

Documentation

- 4.1 Teacher-made, school-level, district, state, and national testing instruments
- 4.2 Research-based instructional strategies
- 4.3 Alignment of instructional design with district mission statement.
- 4.4 Schedule showing commitment to instructional time
- 4.5 Instructional design encouraging higher-order thinking, application
- 4.6 Alignment of goals with information and media services

Standard 5 - ASSESSMENT, MEASUREMENT, AND EFFECTIVENESS

A quality system uses effective and continuous performance management systems for assessing, aligning, and improving student learning and operation performance, including organizational and instructional effectiveness, at all levels and areas of the system .

Quality System Indicators

In fulfillment of the standard, the system

- 5.1 Establishes key indicators and performance expectations for student learning;
- 5.2 Develops and implements a comprehensive system for assessing student progress based on clearly defined student results for learning;
- 5.3 Establishes and provides a comprehensive assessment system that includes current data, a profile of student performance, community characteristics, system characteristics, and stakeholder perceptions of the system;
- 5.4 Employs an assessment system that provides data for making informed decisions for continuous improvement;
- 5.5 Conducts a periodic analysis of instructional and organizational effectiveness as a basis for improving the system and schools; and
- 5.6 Communicates assessments results to all stakeholders.

Following the vision “to provide a student-focused comprehensive educational experience, developing responsible citizens that reach their maximum positive potential, while meeting required objectives,” the *Plan for Excellence – Strategic Plan 2007-2012* sets high expectations for students in every area, with a focus on FCAT performance, Adequate Yearly Progress under No Child Left Behind, graduation rate, and attendance. On a scale ranging from one to five, student proficiency on the FCAT is measured at level three or higher. There is also a high expectation that Franklin District Schools will be recognized at the highest levels in all measures of district, regional, and state competitions, including such activities as Math competitions, spelling bees, essay contests, and science fairs. The *Plan for Excellence – Strategic Plan 2007-2012* is a tool for communicating district priorities to school leaders and School Advisory Councils as they evaluate their own data and create their own School Improvement Plans in alignment with district goals (5.1).

The Student Progression Plan clearly defines the formal system of formative and summative assessment to be used in determining student progression from one grade level to the next. This plan is needed to determine the necessity for academic intervention and remediation. Principals are expected to monitor report cards each grading period to ensure that those guidelines are followed. A number of other district plans clarify the district system of assessment used for formative and summative purposes: School Improvement Plans identify expectations for levels of proficiency and adequate yearly progress. The Comprehensive Reading Plan provides transition criteria from one reading level to the next, as well as criteria needed to exit the program. Student academic plans (i.e., PMP, IEP, ELL Plan) include objectives/outcomes which must be met in order to demonstrate academic proficiency (5.1, 5.2, 5.4). Results from state and district assessment events provide summative information for the purpose of student and

instructional accountability. PSAT/SAT/ACT/PLAN/FCAT reports, AP reports, comprehensive semester exam results, and report card grades serve as a basis for evaluating student progress. The Florida school grading system and NCLB adequate yearly progress results complete the picture of instructional and organizational effectiveness (5.5).

Franklin District Schools utilized a comprehensive array of data as indicators of student performance. The foundation of all assessment in Florida is FCAT. FCAT evaluates student mastery of the benchmarks of the Sunshine State Standards. The FCAT NRT is a norm-referenced test used to compare Florida student performance in reading and mathematics with the performance of students nationwide (5.2).

All of the data results from the FCAT assessments are examined by the district and by schools within the context of previous performance. A rigorous and detailed examination of student performance data was made during the past summer by the district's Curriculum Alignment Team. The results of this examination form the basis for curriculum pacing guides that will ultimately be accessible online and will become living documents that may be added to or modified by teachers as new data and/or new, more effective instructional strategies become available. These pacing guides will also include mini-lesson plans, assessment instruments, remediation strategies, and links to additional instructional resources for each Sunshine State Standard that they address.

As a part of every School Improvement Plan, data is used for the purpose of establishing patterns and trends and for setting goals. Each school is also benchmarked against district and state averages in all areas. This, along with other disaggregated data, is reviewed by School Advisory Councils as well as district personnel as part of the needs assessment used to establish priorities for improving student achievement. Community characteristics, system characteristics, and stakeholder perceptions are included through the data analysis sections, demographic sections, and client survey sections (5.3).

District priorities are enumerated in the Franklin District *Plan for Excellence – Strategic Plan 2007-2012*. In addition to academic and achievement data, the district considers course enrollments, feedback from principals, legislative directives, and community input as it develops goals and objectives which support its vision and mission (5.3).

In addition to FCAT, Franklin District uses a variety of other performance indicators to make informed decisions for continuous improvement. These include data on attendance, GPA, promotion and retention, graduation rate, and data from the annual client survey. Other district-wide assessments include FLKRS (Florida Kindergarten Readiness Screener), Peabody Picture Vocabulary Test, Stanford 10, DIBELS, SCANTRON, CCC Success Maker, STAR (Standardized Tests for Reading and Mathematics), FCAT Explorer, Gates-McGinitie, and FORF probes reported through PMRN, DAR (Diagnostic Assessment of Reading), and ERDA (Early Reading Diagnostic Assessment), and Florida Alternative Assessments for Students with Disabilities. The achievement and aptitude measures used throughout the district are the SAT, ACT, and PSAT (5.4).

Periodic analyses of the effectiveness as a basis for improvement are conducted in part through the Mid-Year Reports required as a part of the school improvement process and the visits and reports outlined through the district reading plan. Schools look at changes in student performance as the school year progresses. This is regularly accomplished for students who have scored level 1 or 2 on FCAT reading and mathematics (substantially deficient in reading and mathematics) through regular progress monitoring assessment using instruments such as

Open Court, Read 180, Reading Rescue, Corrective Reading, Reading Mastery, Reading Academy, CCC Success Maker, Riverdeep Destination Reading, Destination Mathematics, FCAT Explorer, Rewards, Compass Learning, Gates-McGinitie, DIBELS, Accelerated Reader, Accelerated Mathematics, fluency probes and assessment, and portfolio assessment. Students identified as having a reading deficiency may be given the DAR or the ERDA. Students demonstrating a lower than grade level proficiency in writing participate in the Step up to Writing program. The needs of students at levels 3-5 (on or above grade level students) are addressed through rigorous course offerings, academic enrichment opportunities, and extended learning opportunities. Students have the opportunity to participate in enrichment in Boys and Girls Club/Good Tides and Operation Impact programs after school and during the summer, in summer school activities, and Franklin County Public Library's WINGS Program.

The district's *Plan for Excellence – Strategic Plan 2007-2012* and each school's School Improvement Plan are communicated in several ways to school and community stakeholders. The district's *Plan for Excellence – Strategic Plan 2007-2012* is posted on the Franklin District Schools web site, which also posts links to FLDOE reports of district and school assessment results. Each school's School Improvement Plan is posted on the school web site along with its School Public Accountability Report (SPAR), which contains several types of data (indicators) designed to inform parents and the general public about its progress. This report meets the public reporting requirements of the federal No Child Left Behind (NCLB) Act (5.6).

In addition to information available on the web, schools make assessment results available to stakeholders through the local newspaper, at public meetings, such as school board meetings, school open houses, and SAC and leadership team meetings (5.6). This year marked the first year during which FCAT Chats were held district-wide. The chats, led by school- or district-level administrators, drew students' attention to their FCAT performance in previous years, especially to their areas of strength or areas in which they needed to improve. Students were encouraged to share the documents that they created during these conversations with their parents, thereby increasing parental awareness of student instructional needs as well as their commitment to improvement (5.6).

Documentation

5.1 Key indicators

5.2 System for assessing student progress: SAT10/FCAT/NRT plus classroom performance

5.3 Student performance results; community demographics; staff, student, parent, community partner survey results

5.4 Data used in continuous improvement

5.5 Schedule of data analysis for improvement

5.6 Use of media, incl. web site, for communication

Standard 6 - RESOURCES

A quality system has qualified staff that is supported by the financial and physical resources necessary to fulfill the vision, mission, and goals of the system.

Quality System Indicators

In fulfillment of the standard, the system

- 6.1 Maintains financial accounts in accordance with accepted accounting procedures and are audited annually;
- 6.2 Secures income from all regular sources that is sufficient to support all regular expenditures and to assure the continuity and stability of services;
- 6.3 Manages debt service or lines of credit in such ways as to assure the fiscal responsibility remains under the control of the system authority;
- 6.4 Maintains and monitors a balance sheet that describes the overall financial operations and financial condition of the system; and
- 6.5 Develops and implements an annual budget that provides the resources to support the beliefs, mission, and educational programs of each school.

Human Resources

In fulfillment of the standard, the system

- 6.6 Employs an administrative head of the system that has earned a graduate degree from a regionally accredited or federal or state sanctioned institution with 18 hours in administration and/or supervision as a part of, or in addition to, or meets the legal qualifications of the state in which employed;
- 6.7 Employs system level administrative and supervisory staff members having responsibilities for instructional services that have earned a graduate degree from a regionally accredited or federal or state sanctioned institution with 18 hours in administration and/or supervision as a part of, or in addition to, the degree, or meets the legal qualifications of the state in which employed;
- 6.8 Develops and maintains a remuneration plan for all employees;
- 6.9 Maintains staffing that is sufficient to meet the vision, mission, and goals of the system; and
- 6.10 Implements a system of employee evaluation and assessment that includes confidentiality for each staff evaluation or assessment.

The accounts of the system are maintained in accordance with Generally Accepted Accounting Principles (GAAP) used in the United States as applied to governmental units prescribed in the statements issued by the Governmental Accounting Standards Board (GASB) and other recognized authoritative sources. The district demonstrates financial accountability through a formal auditing process, through the Auditor General of the State of Florida. The Franklin County School Board prepares an Annual Financial Report (AFR) and submits to an independent audit on an annual basis. The report of the annual audit is on-site and available to evaluators.

Funding sources include the general fund, debt service, special revenue, capital projects, internal service funds, and agency funds. Local funding sources include ad valorem taxes, food service sales, interest income and local grants. State funding sources include Florida Education Finance Program, categorical funds, lottery enhancement, public education capital outlay, and food services.

The district's balance sheet is monitored continuously and audited annually. The results of the ongoing monitoring and annual audit are discussed at leadership meetings and board meetings. The balance sheet reflects a healthy, well-managed financial position (6.4). The district's long-term debt, principal outstanding (debt service) as of December 31, 2006, is approximately \$16.35 million. It is in the form of a lease-purchase transaction placed with the Bank of America. Interest of 4.58% per annum on the unpaid balance is due June 30, 2007 and 2008. Interest and principal will be paid annually beginning June 30, 2009, and continue for a term of 15 years. The purpose of this loan was to enable the Board to secure funding needed to cover the shortfall between Special Facilities Construction Account appropriations provided by the State and the total construction cost of the new K-12 consolidated school. The district has requested additional special facilities funding which has been recommended by the Florida Department of Education and is included in the budget proposal to be approved in the upcoming legislative session. The amount of that recommendation is \$11 million. Detailed information concerning debt service can be found in the notes to the Financial Statements for the fiscal year ending June 30, 2007 (6.3).

Additionally, the district prepares and adopts an annual budget as required by Florida statute and the Florida Department of Education. The budget allocates financial support that aligns the district's human and instructional resources based on staffing formulas, SACS/CASI standards, and student enrollment. Special attention is given to providing program needs for all students (6.5). The budget is developed through public workshops, meetings, and public hearings. The School Board adopts the budget in September for the current school year. As the fiscal year progresses, budget amendments are submitted to the School Board for approval to more accurately reflect estimated revenues and appropriations. Each budget amendment includes an explanation for each change in estimated revenue by fund/revenue and in appropriations by fund/project/function/object. Copies of all budget amendments are available in the Finance Department. The Board follows procedures established by State statutes and State Board of Education rules in establishing budget balances for governmental funds. The *Plan for Excellence – Strategic Plan* of the district is facilitated through the allocation of resources that are sufficient to accomplish these goals (6.5).

Franklin District employs a Superintendent who has a master's degree (6.6). Mrs. Gander has also completed the program and certification requirements of the Florida Superintendent Special Certification Program, in accordance with State Board of Education Rule 6A-1.551, FAC. This certification program is an extensive training program designed specifically for Florida Superintendents that includes training in School Law, School Finance, Collective Bargaining, the Superintendent's Role in Improving Student Achievement, and Core Concepts of Leadership. The Superintendent is also Master School Board certified and has received her Chief Executive Officer Leadership certification. Franklin District Schools has an organizational chart that documents the duties and responsibilities of district staff. Members of the administrative staff are responsible for instructional services and are eligible under Florida Statute 1012.32 (6.7).

Each year the district staff and school principals review the District Staffing Plan. The staff makes recommendations to the Superintendent to support the mission, vision and goals of the *Plan for Excellence – Strategic Plan*. The Superintendent then makes the final recommendation to the school board for alignment of instructional and physical resources with support of student

learning (6.9) (2.8). Franklin District's instructional and non-instructional employee's pay scale is developed in accordance with annual contract negotiations. A specific pay scale has also been developed for administrative positions. The district has a process in place to compensate teachers with stipends/supplements for specific services and/or duties. Stipends are also awarded to teachers who participate in professional development with prior approval during times other than their normal working schedule (6.8).

Franklin District Schools have three performance appraisal systems, one for each of its employee groups – instructional, support, and principal (6.0). The instructional personnel performance appraisal system and the principal performance appraisal system are board-approved, state-approved systems that focus on student achievement and professional development planning. Professional assistance is documented through the use of the use Professional Development Plans (IPDP) accessed on line through Electronic Professional Development Connections (ePDC) maintained by the Panhandle Area Education Consortium (PAEC). All three systems were developed with stakeholder input and assistance. Initial performance appraisal training for evaluators and annual orientations ensure that evaluators understand the importance of confidentiality of all employee performance appraisal activities and instruments (6.10).

Documentation

- 6.1 Annual audit report (on-site and available to evaluators)
- 6.2 Income sources
- 6.3 Line of credit control
- 6.4 Balance sheet
- 6.5 Annual budget
- 6.6 Superintendent's credentials
- 6.7 Admin. staff names and credentials.
- 6.8 Salary scale
- 6.9 Staffing plan, related to SACS chart
- 6.10 Employee evaluation forms, philosophy, and methodology

Standard 7 - STUDENT SERVICES

A quality system identifies and has a network of services that support the development and well-being, including the health and safety, of each student.

Quality system indicators

In fulfillment of the standard, the system

- 7.1 Designs and provides student support services that meet the needs of the students, are continually reviewed, and are aligned with the vision, beliefs, mission and expectations for student learning;
- 7.2 Provides student services coordinated with the school, home and community;
- 7.3 Develops and requires written emergency and security plan(s) that ensure the safety and care of students and stakeholders in the system;
- 7.4 Maintains secure, accurate and complete student records system in accordance with state and federal law and regulations;
- 7.5 Provides student services, as appropriate, in the areas of health, counseling, nutrition, safety, co-curricular, and transportation;
- 7.6 Promotes the development of student decision-making skills, ethical and lawful conduct, and responsible citizenship; and
- 7.7 Employs a process for developing and implementing written guidelines for student conduct and attendance that is communicated to students, parents, and staff.

The mission of the district is to provide a student-focused comprehensive educational experience that meets both required objectives and a long-term goal of developing responsible citizens. The district designs and provides student support services that meet the needs of the students, are continually reviewed, and are aligned with the vision, beliefs, mission, and expectations for student learning. The Franklin District School Board endeavors to support the schools in their efforts to serve every student with excellence as the standard. Through the myriad of programs coordinated through the district office, such as liaison between schools and health professionals, schools are able to provide services to students and families that complement the general education curriculum. The focus of the student development curriculum encompasses three broad interrelated domains: academic, career, and personal/social. This curriculum is designed to influence educational success and produce measurable outcomes and is integrated across the curriculum. The program is delivered primarily by counselors and teachers and supported by parents and community efforts (7.1).

The Department of Student Services produces and annually reviews and revises a number of documents which provide guidance and direction to ensure that appropriate services and support are provided for students and their families. Documents such as the IEP Admissions and Placement Manual, Special Programs and Procedures Manual (SP&P), ELL Plan, and Guidance Plan clearly delineate the processes in place to individualize and enhance the learning environment for all students. The School Board Official Policy Manual clarifies requirements for attendance and discipline, and describes the actions and partnerships which promote the health, safety and well-being of Franklin District students. The Student Progression Plan reinforces the attendance policy; the Crisis Plan and the Health Manual further define the

measures necessary for student health and safety. Documents such as Student Code of Conduct handbooks are distributed each year to parents and students, with set expectations that support an orderly, respectful learning environment. The handbook also communicates district policies pertaining to attendance and discipline and describes the support systems in place for all students as well as containing copies of many pertinent forms. Handbooks are shared with students and parents at beginning-of-the-year orientation meetings and are available to students, parents, and members of the community throughout the year (7.1, 7.3, 7.5, 7.6, 7.7).

A number of community and agency partnerships broaden the capacity of this school district to provide a full service model for our students (7.1, 7.2, 7.5).

- A funding agreement with the Franklin County Health Department has resulted in a nurse or nursing assistant being placed in every Franklin District School.
- To assist all schools in creating a safe and orderly campus, a dual funding agreement with the Sheriff of Franklin County places a School Resource Officer in our schools.
- A cooperative services agreement is developed between Franklin District and the FSU Multidisciplinary Center for independent evaluation of ESE students.
- Through grants, SEDNET provides technical support, financial support, training and materials for parents and social workers to promote the social and emotional development of EH/SED students.
- Contracts are developed with local and regional agencies to provide specialized services for Franklin District students (e.g., OT, PT, audiological services).
- The Early Learning Coalition provides funding for a focus on early literacy for young children and their parents.
- Child Find, a component of FDLRS, joins forces with our Student Services Department to identify and provide ESE services for 3- and 4-year old children; a contract with Head Start ensures early identification and services for eligible children in the areas of speech, language, and related services.
- An inter-agency agreement with the Department of Children and Family Services provides feasible financial plans for parents to obtain out-of-school counseling for their child (7.1, 7.3, 7.5, 7.6, 7.7).

Additionally, support services for English Speakers of other Languages (ESOL) and tutorial services in the areas of mathematics and reading are provided by P.A.E.C. A comprehensive summer program (WINGS) was implemented through the Franklin County library system three years ago. The overall goals of the WINGS Summer Program are to provide quality educational, developmental, and recreational services to students at-risk of academic failure. The program promotes educational and social benefits, foster health and fitness awareness and positive behavioral changes. The WINGS Summer program is available and accessible to all targeted youth in high need areas, especially those with disabilities; as well as those who are ELL, homeless, in a charter school, private school, home school or migrant program. Accelerated programs, advanced courses, dual enrollment courses, and Florida Virtual School courses are available in each school. Accelerated Programs, Graduation Options, Bright Futures Scholarships, college admission and financial aid information presentations are continually offered to the public through school and district programs. Students from our high schools attend an annual College Fair at Gulf Coast Community College (7.1) (7.2).

Franklin District Schools recognize and respect the importance of coordinating student services with the school, home and community. The Exceptional Student Education Department at the district level coordinates training and communication to provide community resources (such as

mental health) to allow referrals at the school level. Counselors are trained by the district to assist parents in obtaining services for children, and schools are provided copies of the Mental Health Referral Sources. Career information is dispensed throughout the district in all grade levels through classroom presentations and career fairs, which include community professionals and businesses. Safe and Drug Free School grants provide funds for media resources that are used by parents, teachers, and community members (7.2).

In order to ensure the safety and care of students and stakeholders in the system, the district office assists in the development of a Crisis Management Plan specific to each school and work site. This manual provides site-specific security and emergency plans. The plan is updated annually at each site as necessary. Each school holds regularly scheduled disaster drills that cover a variety of emergency situations (7.3).

In accordance with Florida Statute each school maintains a permanent cumulative record for each student enrolled. The cumulative records contain both category A records (permanent records) and category B records (temporary records). Individual exceptional student records are maintained under separate cover. A review of records for elimination of outdated information is performed periodically (7.4).

The schools and the school district provide student services, as appropriate, in the areas of health counseling, nutrition, safety, co-curricular, and transportation. The food services department updates menus and recipes based on revised nutrition information and plans meals that meet the federal guidelines for fat, calorie, and salt content as well as portion size. Franklin District has a staffing plan in place to assure that all K-12 students have access to guidance counselors at schools. The district has a Coordinated Schools Health committee, which is charged with developing healthy and safe habits in children through education in conjunction with the regular curriculum. The district's Health Advisory Committee meets at least four times per year to continue to develop stronger services. Wellness training and monitoring is offered each year during district in-service days, and the district has made jogging machines available for staff and students at each school site. Guidance counselors, teachers, and physical education teachers can receive information on health and safety issues which can be assimilated into the curriculum. The transportation department provides bus routes and established bus stops which maximize student safety (7.5).

Character Education frameworks and protocols are present in each school. Schools have the autonomy to individualize the character education goals to meet the specific needs of the students and the community in the school. Character education tenets include decision-making, ethics, responsible conduct, and citizenship that are aligned with the vision of Franklin District Schools – developing responsible citizens who reach their maximum positive potential. Decision-making skills, ethical and lawful conduct, and responsible citizenship are promoted through research based Safe and Drug Free Schools curricula such as PeaceBuilders, Life Skills, Bully-Proofing Your Schools, and Second Step. District staff, personnel with the Franklin County Sheriff's Department, PAEC instructors, local volunteers, Franklin County Health Department personnel, and resource staff provide training for students and teachers (7.6).

Each year, the Administrative Leadership Team reviews and updates the Student Code of Conduct for the upcoming year. This team also reviews the written policies on attendance, discipline (student conduct), character education, health and immunization, student records and other important issues relative to parents and families. Both the Student Progression Plan and the Student Code of Conduct are discussed in public, legally advertised school board workshops prior to their approval. The handbooks are distributed each August to parents and students.

Additionally, research based programs are provided in addition to reviewed school data, such as School Indicators, Florida Youth Survey, school discipline, and district contracted surveys. Programs and training are provided, based on the needs of individual schools (7.7). The district has also begun to use the Positive Behavior Support program in all schools. This program, when fully realized, will allow school leadership to improve its response to student behavioral data.

Documentation

- 7.1 Student support services: SPP philosophy and methodology
- 7.2 Means of coordination
- 7.3 School and district-level emergency and security plans
- 7.4 MIS, Gradebook, and statutory compliance
- 7.5 Student support services: list
- 7.6 D.A.R.E., character education, PeaceBuilders, PAEC onsite classes
- 7.7 Student Code of Conduct

Standard 8 STAKEHOLDERS' COMMUNICATIONS AND RELATIONSHIPS

A quality system develops and supports organizational patterns or structures that promote effective communications and relationships between and among the schools, stakeholders and system:

Quality system indicators

In fulfillment of the standard, the system

- 8.1 Provides members of the staff with the information they need concerning students, parents, school operations, and employment status;
- 8.2 Demonstrates staff morale where staff reflects a positive attitude toward the system, schools and stakeholders;
- 8.3 Ensures that communications among and between system staff, stakeholders and schools are clear and effective;
- 8.4 Maintains constructive and mutually supportive relationships among and between all levels of the system;
- 8.5 Provides evidence of communications with other appropriate agencies such as public or mental health, physicians, and other related professionals;
- 8.6 Ensures that records and other correspondence defining students' accomplishments are accurate and consistent with professional standards;
- 8.7 Involves staff in the process of designing professional development programs;
- 8.8 Provides professional development for staff that support the overall goals and action plans for the system, including building knowledge, skills, and potential for a high level of performance; and
- 8.9 Ensures that no form of bias or prejudice is practiced or sanctioned.

Maintaining constructive and supportive relationships among and between all levels of the system is especially important to the school district. Franklin District Schools provides members of the staff with the information they need concerning students, parents, school operations, and employment status. Creating opportunities to nurture staff morale is also important in Franklin District. There are numerous recognition programs the district and local education foundations sponsor, such as Teacher Appreciation Week, school and district Teacher of the Year, and the School Board's Christmas Celebration, which serve as ways to boost morale for the staff (8.1) (8.2).

In order to ensure that communications among and between system staff, stakeholders and schools are clear and effective, technology-based grade reporting, including website information and documents, are provided to students and parents. A system-wide email system has been established and continues to grow. Our district website, www.franklincountyschools.org, provides parents, students, and community members with valuable information regarding enrolling children, immunizations, course selections and school information, including school accountability reports. Although not yet in place, a comprehensive interactive calendar is being prepared as a link to the district web site. The consolidation transition task force is also

reviewing automated parent contact systems that will inform parents about such things as upcoming events and student attendance (8.1) (8.3).

The district promotes regular communication through its monthly SAC, instructional, student, and community leadership team meetings. The meetings include ongoing analyses of school improvement plans for each school, as well as reviews of the successes and areas in need of improvement for the district and for individual schools. The district has developed a presentation, including a short video, informational pamphlets, and community and parent partner surveys, for use at school and community meetings and festivals. These pamphlets and surveys have also been distributed throughout the county at businesses and chambers of commerce. The district also distributes an annual parent communication survey at school open houses to measure parent satisfaction with our schools. Results are analyzed and are used to address needed changes (8.4).

District staff coordinates services between and among the various community agencies and the schools, and provides the communication vehicle with other agencies such as mental health, public health, and community physicians. The district also holds emergency response training, as well as mock disaster drills, to assist schools and local agencies with the creation and execution of the comprehensive emergency response plan during declared emergencies. Notices are sent via email and telephone to keep staff informed of potential threats to the school such as child luring incidents, bomb threats, and intruders (8.5).

The district ensures that records and other correspondence defining students' accomplishments are accurate and consistent with professional standards. Student cumulative records are maintained in accordance with Franklin District School Board Policy and access is limited. The district maintains secure, accurate student records through the Gateway Student Information Consortium and utilizes an electronic attendance and grade reporting system that features a parent viewer portal that enables parents, with the use of secure passwords and usernames, to access student grade information through the internet (8.3, 8.6). Press releases defining students' accomplishments are edited and proofread by several staff members before they are released to the media.

Professional development is embedded in the mission, vision, and organizational values of the Franklin County School District. All levels of staff are involved in the process of designing, implementing, and evaluating professional development programs. The major vehicles for involving staff in the process of designing professional development programs are our district leadership teams and School Advisory Councils, which are comprised of district staff, principals, administrators, teachers, non-instructional staff, students, parents, and community members. These groups meet each month, and their observations and recommendations guide the planning, monitoring and evaluation of all district professional development programs, with an emphasis on planning, delivery, follow-up procedures, and evaluation of the district's overall professional development programs. The Master In-service Plan, the Training Needs Assessment Survey, the Individual Professional Development Plan for teachers, and the School Improvement Plan / Training Needs Assessments are revised and monitored annually by the district's Administrative Leadership Team to ensure continuous improvement and input of all stakeholders for the benefit of the Professional Development Program district wide (8.7).

Professional development supports the overall goals and action plans of the system, including building knowledge, skills, and potential for a high level of performance (8.8). The following initiatives provide evidence of this support:

- Professional development activities at the district and school levels are identified through several needs assessments. The Training Needs Assessment Survey, conducted annually online and monitored by PAEC, results in teacher priority needs for training across the district. The results of the survey are given to district and school staffs for planning of In-service Days. Results and priorities of IPDP's are shared with district staff for planning of the District In-service Days. Student achievement data is collected and shared with the Superintendent and District Staff; results are used to revise the Strategic Plan, to plan district priorities for training and district-wide training programs for teachers and administrators.
- Curriculum resource teachers train teachers and involve subject area teachers in developing follow-up initiatives.
- Various departments collaborate to plan, deliver, follow-up, and evaluate professional development initiatives. An example is the FDLRS / Professional Development partnership in providing technology/reading training for a team from every school, with digital cameras and computer projectors provided by the district.
- The Individual Profession Development Plans (IPDP's) for teachers are discussed by principals and teachers and used as data for school planning, delivery of in-services, follow up procedures, and evaluation of professional development, in alignment with the Staff Development Protocol. The Instructional Personnel Performance Appraisal System includes a section for review of the IPDP's.
- The professional development budget reflects support of district goals so that each department can fulfill the activities in the Strategic Plan, the School Improvement Plans, and the IPDP's. The IPDP's support the Sunshine State Standards, instructional strategies, technology integration, assessment, data analysis, school safety, and classroom management, as required by the Florida Department of Education.
- A variety of forms of professional development and follow-up activities are available to staff members including district and school-based workshops, specialized workshops for support staff and administrators, online training, learning community activities, action research workshops, conferences, and individually designed activities to further Professional Developments Plans. Mindful that one of the primary goals of the district's *Plan for Excellence – Strategic Plan 2007-2012* is to increase student performance, the district has structured professional development activities to improve student performance by increasing student awareness of opportunity (the Instructional Leadership Team has, as the direct result of a professional development activity, recommended district membership in the Foundation for Excellent Schools College Partnership program), and increase time on task through coordinated classroom management strategy (during the first semester, reading groups led by Instructional Leadership Team members have explored Harry Wong's *The First Days of School*). To increase teacher awareness and understanding of district-level strategy and national developments in education, reading groups will explore either *Closing the Achievement Gap* or *Getting Started: Restructuring Schools to Become Professional Learning Communities* during the second semester (8.8).
- All professional development activities sanctioned by the district are research-based and aligned with the National Staff Development Standards and the Florida Staff Development Protocol.

The District Equity Committee, which is composed of district personnel, is involved in reviewing and analyzing programs and activities to ensure that no form of bias or prejudice is practiced or sanctioned (8.9).

Documentation

8.1 Reference Teacher/Staff training manual

8.2 Results of teacher climate surveys

8.3 School Advisory Committee procedures

8.4 District Administrative Leadership Teams, District Instructional Leadership Teams, School Leadership Teams, School Advisory Committees, Student Leadership Team

8.5 Franklin's Promise Coalition, Franklin Health Department

8.6 Records from Guidance departments

8.7 Instructional Leadership Teams

8.8 PAEC programs, inservices, conferences

8.9 Reference staff/admin training manuals

Standard 9 - PHYSICAL FACILITIES

A quality system has the necessary resources to provide the facilities, sites and equipment for the educational programs and services to be fully implemented throughout the system and individual schools.

Quality System Indicators

In fulfillment of the standard, the system

- 9.1 Maintains compliance with applicable local, state, and federal law, standards, and regulations;
- 9.2 Ensures that the system sites, facilities, and equipment are maintained to provide an environment that is healthy and safe for all occupants; and
- 9.3 Has a process in place that includes plans and implementation for maintaining and improving the system sites, facilities, and equipment.

The Franklin District Schools is in full compliance with all local, state and federal laws, standards and regulations as they relate to facilities. District staff submits annual reports to the FDOE and coordinates with local governments, insures compliance with all procurement and design codes and statutes insures compliance with all construction codes and regulations, and insures compliance with all health and safety regulations and submits annual fire and safety inspection reports to the FDOE (9.1).

The maintenance group is fully staffed to ensure that all of the District sites provide an environment that is healthy and safe for all occupants. Every facility is maintained on a regularly scheduled basis and floating personnel are available around-the-clock. The district's maintenance department assigns individual specialists to each site per work order. During the performance of their duties, they are responsible for identifying items that are outside of their expertise or scope of work and forwarding a work request to the in-house maintenance department. The assigned maintenance coordinator reviews each request to determine if his group has the expertise and time necessary to complete the work. If it is determined that an outside company is needed, the administrator is responsible for the hiring and oversight of the project. A contract with the PAEC risk management consortium ensures that we have on staff a licensed fire inspector and certified environmental and safety personnel (9.2).

Annual Facilities Condition Assessments and Safety Inspections are conducted by contracted personnel. The items that are identified in these reports are addressed on a prioritized basis within the funding provided by the District (9.3). The district has contracted professional facilities services to assist the district in upgrading and maintaining our facilities (9.2). While Franklin District is experiencing declining enrollment, several of our current schools have been in service for a number of years and are in need of significant repair. This fact, along with other budgetary and community concerns, has led to the School Board's decision to consolidate all district schools grades K-12 at a new, state-of-the-art facility during the next two years. We anticipate that the new consolidated school will meet the needs of our district for the foreseeable future.

Documentation

- 9.1 Results of most recent site inspections by appropriate agencies
- 9.2 Results of most recent site inspections by appropriate agencies
- 9.3 Finance office long-term plan

Standard 10 - CONTINUOUS PROCESS OF EDUCATIONAL IMPROVEMENTS

A quality system establishes, implements, and monitors a continuous process of educational improvement clearly focused on student performance.

Quality System Indicators

In fulfillment of the standard, the system

- 10.1 Develops and implements a strategic plan, aligned with the vision, mission and beliefs of the system, to guide improvement efforts through the system;
- 10.2 Engages stakeholders in the development and implementation of plans and processes for continuous improvement;
- 10.3 Engages in a continuous process of improvement that:
 - Articulates the direction and purpose the system and its schools are pursuing for the future (vision);
 - Provides a rich description of the current conditions with a focus on student learning (profile);
 - Identifies what actions system personnel will take to improve student learning (plan); and
 - Documents what has been accomplished and uses the results to inform what happens next (results).
- 10.4 Ensures that each school is engaged in a planning process with improvement goals that complement the system vision and goals;
- 10.5 Monitors compliance with accreditation standards by each school in the system;
- 10.6 Maintains compliance with accreditation standards by each school in the system;
- 10.7 Provides professional development for system and school personnel to help them implement improvement goals and strategies.
- 10.8 Monitors and makes progress in meeting goals and standards for student performance that take into account those required by state and federal agencies; and
- 10.9 Communicates the results of improvement efforts to stakeholders.

Franklin District Schools develops and implements a *Plan for Excellence – Strategic Plan* which is reviewed annually and aligns the vision, mission, and beliefs of the district and the schools through the School Improvement planning process. Both the district and schools engage in a system of continuous school improvement which cycles through review of data, needs assessment, planning, implementation, evaluation, and monitoring while taking into account all state and federal requirements (10.1) (10.8).

At the school level, School Advisory Councils (SACs) meet regularly to participate in the complex process of needs assessments, data analysis, goal identification, strategy identification and implementation, and monitoring of progress and evaluation. They assist schools in preparing and evaluating School Improvement Plans. School Improvement Plans include a “School Profile Demographics,” which is a description of the student body and the community that the school serves. They also include disaggregated data that serve as a basis for the needs assessment to determine future actions. Each SAC is required to demonstrate: (10.2. 10.3)

- Representation
Representation statute requires all School Advisory Councils to include the principal, teachers, educational support employees, students, parents, and business and community members. The variety of groups specified for SAC membership helps provide an appropriately balanced and broad-based approach to school improvement. State statute also requires School Advisory Councils to reflect the ethnic, racial, and economic community served by the school. Membership must be approved annually by the school board to assure that each school has met state requirements (10.8).
- Needs Assessment
Needs assessments assist School Advisory Councils in determining the gap between where the school is and where they want it to be. Needs assessment is an ongoing occurrence, which is tied to the vision, and drives school improvement planning. The district provides disaggregated student achievement data within a historical context to help schools identify strengths and areas in need of improvement (10.3).
- Planning
After conducting a needs assessment, reviewing disaggregated data for the school, and reviewing district priorities outlined in the district *Plan for Excellence – Strategic Plan*, School Advisory Councils identify long- and short-term goals with objectives and strategies for implementation that are aligned to the school vision and that directly address specific problems identified in the needs assessment data. For each objective, schools must specifically identify strategies, action steps, timelines and the person responsible for assuring implementation. Clearly stated objectives and task-oriented strategies give the school a sense of purpose and direction for the year. If the school has been identified as a school with critically low student performance in one or more area(s), objectives are written to increase student performance above the critically low criteria (10.4). Each objective in the School Improvement Plan, as well as the district Strategic Plan, must also include a professional development component to insure that teachers are equipped with the tools to meet performance goals. The district works with schools to provide training to meet performance objectives (10.7).
- Evaluation In addition to evaluating the progress and effectiveness of the objectives and strategies contained in the School Improvement Plan, councils continually evaluate their processes and procedures. Evaluation focuses on determining the effectiveness of each objective, enabling schools to identify whether adequate progress has been achieved. Plans are evaluated by the School Advisory Councils, district personnel, and the Franklin District School Board. Schools receive feedback all along the process toward improving their plans. Accreditation standards are monitored annually. A report has been sent from SACS/CASI each year that is reviewed by district personnel and communicated as necessary to other staff for corrective action (10.5).
- School Improvement Plans and mid-year reports are reviewed by the Office of School Improvement. The district provides schools feedback on an individual basis. In order to maintain continuity and collaborative planning among the elementary, middle and secondary levels in improvement efforts, the superintendent meets regularly with district staff and principals. These meetings bring together a community of learners to discuss state and federal changes in accountability and the school improvement process. These meetings also foster an atmosphere of communication in which schools at all levels serving families in a similar geographic area can come together to share concerns, best practices, and successes (10.6).

The district also supports communication of the results of improvement efforts to all stakeholders through the publication of comprehensive written reports such as newspaper

releases, newsletters, and the formal written end-of-year evaluations submitted by each school that are available to the public. Each year, school Report Cards/Accountability Reports are sent home with students and School Grades are published in the local media. Results are discussed at the School Board meeting, and School Accountability Reports are also available on the district website (10.9).

As the district's motto states, *"Together, We're Building a Brighter Future, One Student at a time"*!

Documentation

- 10.1 District *Plan for Excellence – Strategic Plan, 2007-2012* (see Summary Report, pp. 18 – 36)
- 10.2 District- and school-level committee involvement model
- 10.3 District-specific description of FOCUS plan
- 10.4 Description of school-level leadership teams and SAC involvement (see Summary Report, pp. iv–vi, 3-5)
- 10.5 Accreditation monitoring plan – school-level leadership team
- 10.6 District instructional leadership team involvement
- 10.7 Professional development plans tied in to annual evaluations
- 10.8 AYP process and progress
- 10.9 Use of media, incl. web site, for communication

ADVANC-ED Guided Self-Study

Section Three: Continuous Improvement

The Franklin County School District maintains high expectations for continuous improvement in student achievement. The district's consistent approach to school and district improvement has resulted in continuous progress toward proficiency for the students we serve. Franklin District established a District Strategic Planning Team in 2002. Throughout the years, this team has held the high standards and assisted with fostering a cycle of continuous improvement. The process of improvement demands a cycle of data study, focus on research and best practices, monitoring, feedback and revisions plus continuous improvement efforts at both the school and district levels. School Improvement Teams and the Strategic Planning Team collaborate to ensure that decisions are made in the best interests of our students. The systems and teams within the District align to provide the framework for success.

Both district and school level decisions are based on current and longitudinal data including:

- Student achievement
- Instructional and organizational measures of effectiveness
- Input from stakeholder surveys
- State and federal requirements
- Student/family/community characteristics

In 2002, the Franklin County School District worked with the Panhandle Area Education Consortium to involve the various schools, local businesses, parents, and community leaders in a thorough review of our educational system's strengths and weaknesses in order to develop a *Plan for Excellence – Strategic Plan* for improvement. This process guided district administrative staff in its assessment of the culture of the school district and reaching organizational consensus as to its identified strengths, weaknesses, purpose and capacity. Within the process, a district vision, mission, and shared beliefs were developed and adopted. The next step in the strategic planning process focused on the development of goals and objectives aligned with the district's vision for the future. The blueprint for developing the plan included assessing the current situation, visualizing an anticipated future, and providing a blueprint of how that future vision was to be achieved. The process used to develop the *Plan for Excellence – Strategic Plan* resulted in valuable information regarding the district's strengths and needs. The reflections of stakeholders provided valuable input in formulating the plan. The steps completed by the various focus groups resulted in the blueprint for developing the previous and current five year strategic plan.

This process of strategic planning is valuable to the District. Monthly district and school personnel meetings discuss the progress of the strategic plan and formulate plans for our continuing process. Our current *Plan for Excellence – Strategic Plan 2007-2012* serves as a leadership guide to provide constancy of purpose, accountability, a focus on the future, continuous improvement and the alignment of resources and objectives to assure the District's financial priorities are aligned with its improvement goals.

VISION

During the strategic planning process, the following statement was identified as the vision for the future of the Franklin County School District:

The Franklin District School System – a public school system that provides a student-focused comprehensive educational experience, developing responsible citizens that reach their maximum positive potential, while meeting required objectives.

From this vision statement, stakeholders proposed and the Franklin District School Board accepted the following mission statement:

Franklin County School District’s employees are committed to providing a student-focused comprehensive educational experience to meet both required objectives and a long-term goal of developing responsible citizens.

To accomplish our mission, we will seek and provide visionary leadership, 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, nurturing and positive environment that values the contributions and needs of individuals while working effectively with our Board, staff, parents, and community to achieve our shared vision of a brighter tomorrow for our students.

Every person or group has a set of beliefs that serves as the road map for all decision making. The following statements reflect the beliefs of the Strategic Planning Team with input from all stakeholders:

- Education is the combined responsibility of students, parents, schools and community.
- Open and honest communication is essential
- Education must be a priority of society.
- Education must be flexible and diverse.
- Visionary leadership and sound management are essential
- Education should promote responsible citizenship and ethical behavior
- Involvement improves education
- Education should provide a safe, healthful, nurturing environment.
- All individuals have dignity and self-worth.
- All individuals can learn.
- Education is the key to successful living.
- Learning is a life-long process.

PROFILE

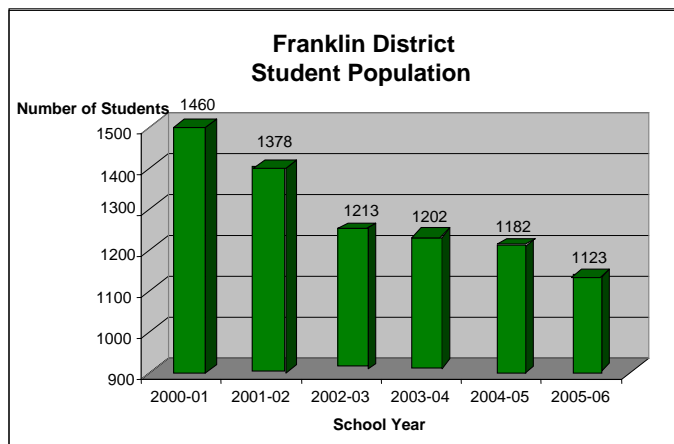
To understand the needs of the Franklin County School District, it is important to understand both the geographic aspects of our county as well as its demographics. Franklin County,

bordering the Gulf of Mexico and in the middle of the Florida Panhandle, is among the ten poorest counties in the state, with an annual per capita income of \$24,102, 23% lower than the state average of \$31,469. The 2000 U.S. Census Bureau report showed 26.9% of all families in Franklin County living below poverty level, although there are twenty-four gated communities in the county, and property values have risen to such an extent that affordable housing for teachers is a continuing challenge. The percentage of those living in poverty rose to 33.3% for individuals and to 66.3% for families with a female householder and no husband present. The same census showed that nearly one-third of the population had not received a high school diploma. In this context it is extremely gratifying to report that our students value education: responses to our recent survey of all students in grades 8 – 11 indicated that 65% of them were interested in pursuing a college preparatory course of study.

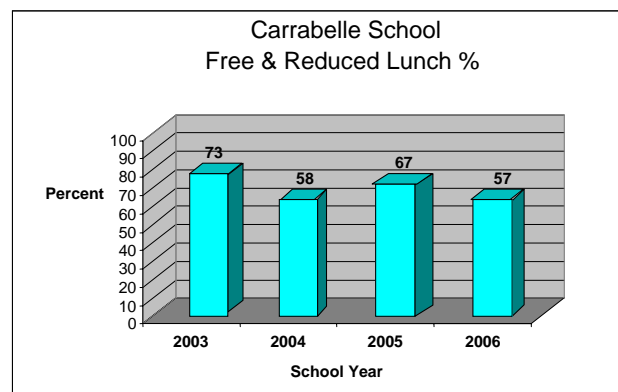
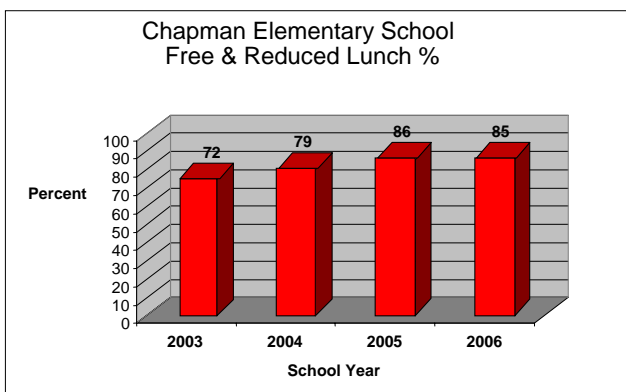
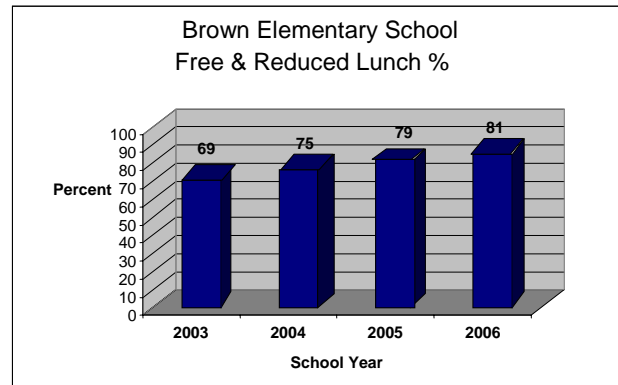
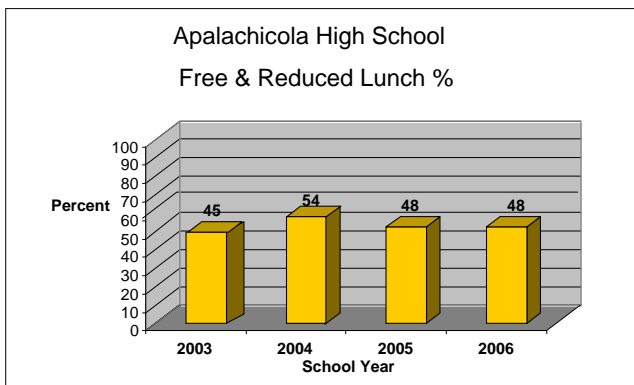
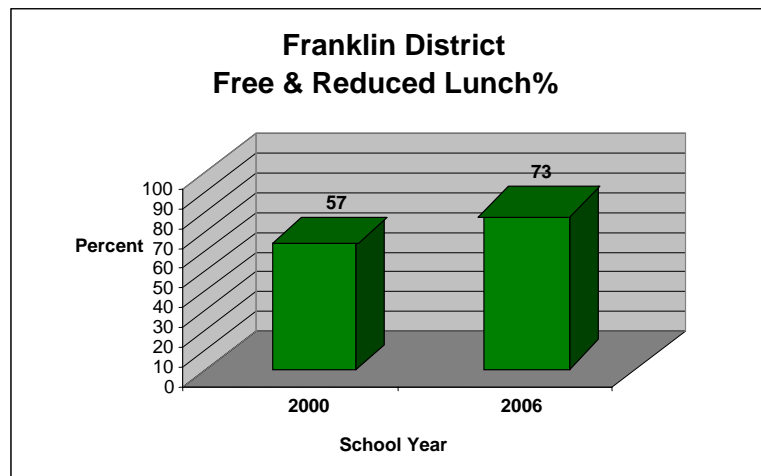
Franklin County is one of the state’s largest counties in size, although it ranks 63rd in population density. Its population is generally younger than the state average, with a median age of 39.4 years as compared to the state average age of 44.5 years. 31.1% of the county’s population is age 24 or younger, as compared with 26.5% of the state population falling in that age range.

Aquaculture and tourism have provided the county with its traditional economic base, although the state’s net ban, increasingly frequent outbreaks of red tide, and devastating hurricanes have dealt those industries severe blows and have contributed to the county’s depressed economic state. The closing of traditional industries such as the St. Joe Paper Company, have left the school system, corrections facility, and sheriff’s department the county’s largest employers. Franklin County has a land area of 534 square miles, making it one of the largest counties in the state, yet its population density is only 19 persons per square mile. In 2002, the population of Franklin County was 10,161. In 2005 the population was estimated to be 10,177.

Franklin county also ranks 65th of the 67 counties in student population. Five schools, consisting of one PK-12, one PK-5, one PK-8, one 9-12, and an alternative program of 30 students, serve a population of approximately 1100 PK – 12 students. This equates to approximately 2.5 students per square mile, making our school district one of the most sparsely populated in Florida. Franklin District Schools has seen a steady decline in student population over the past 6 years; while the relative percentages of all subgroups, which influence Adequate Yearly Progress (AYP), have remained consistent.

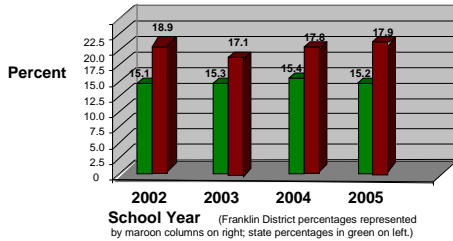


The number of students in Franklin District Schools eligible for free/reduced-price lunch has increased significantly since 2000. The percentage of students eligible in the 1999-2000 school year was 57% percent, while 73% are eligible district-wide in 2006. While other district schools have maintained free and reduced lunch percentage rates in the last year, the rate for the one K-12 school in the district has decreased 10% during the same period.

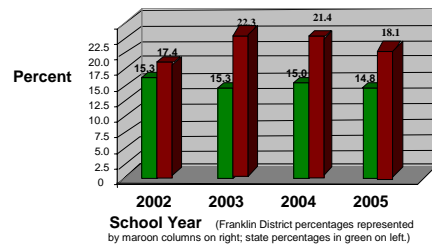


A demographic statistic of some significance reveals the high percentage of students in the district who are categorized as having special learning needs (ESE). Differences between state and district percentages have ranged from 5% to 45%, with the district having an average over the past four years of 21.2% more special needs students than the state percentages. These elevated numbers have an impact on the allocation of instructional resources, on the public perception of school and district performance on state assessments, and on school and district grades.

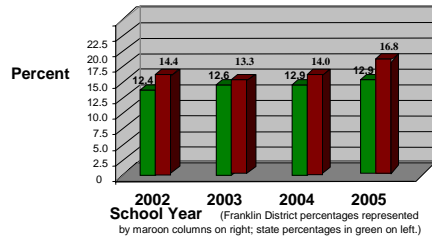
Elementary School Students with Disabilities
State/Franklin District Comparison



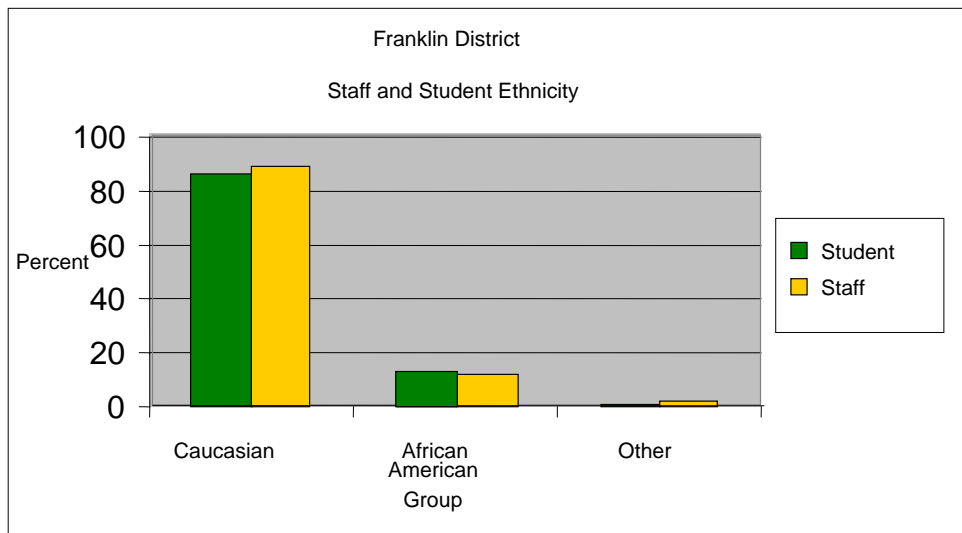
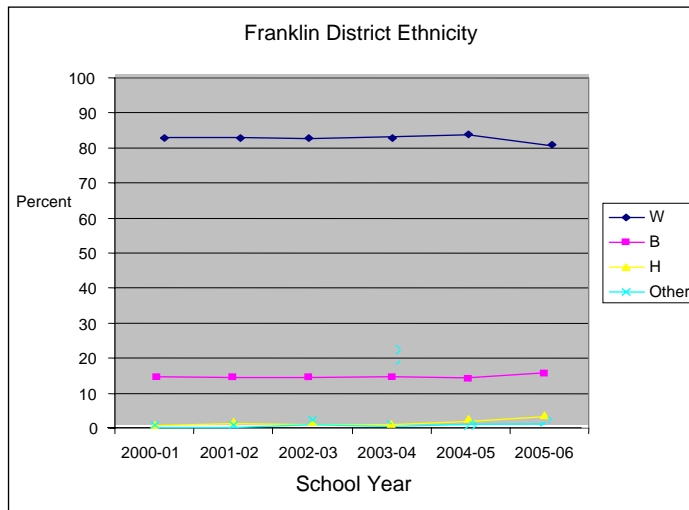
Middle School Students with Disabilities
State/Franklin District Comparison



High School Students with Disabilities
State/Franklin District Comparison

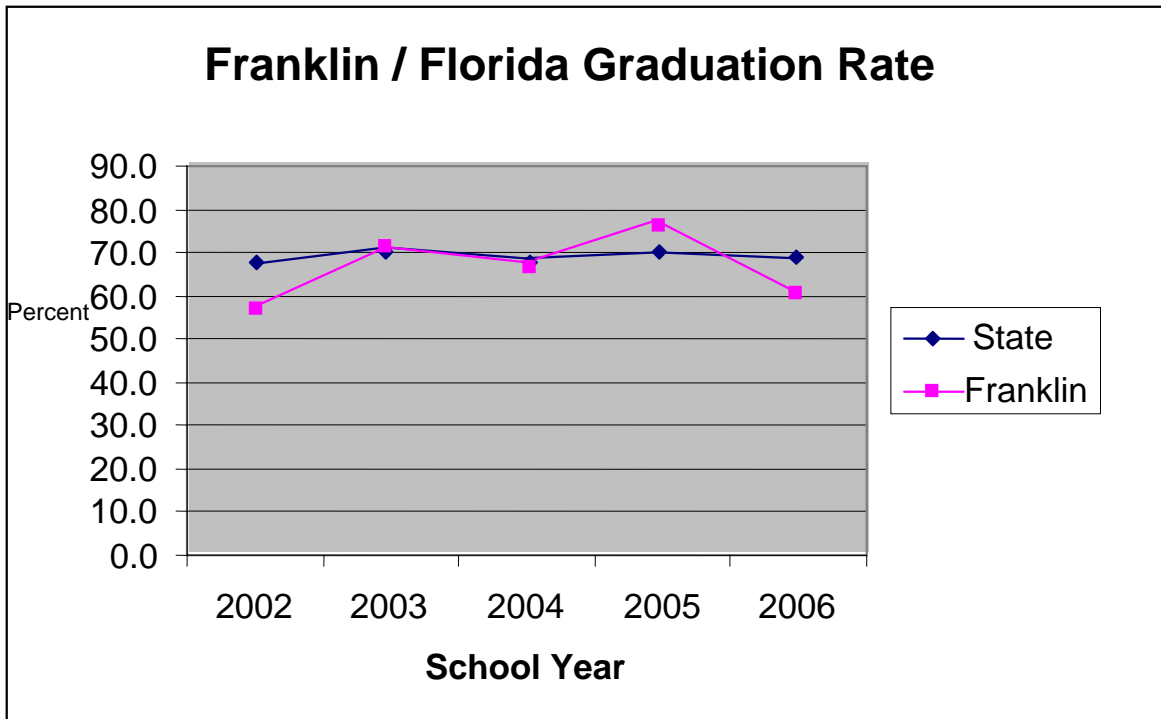
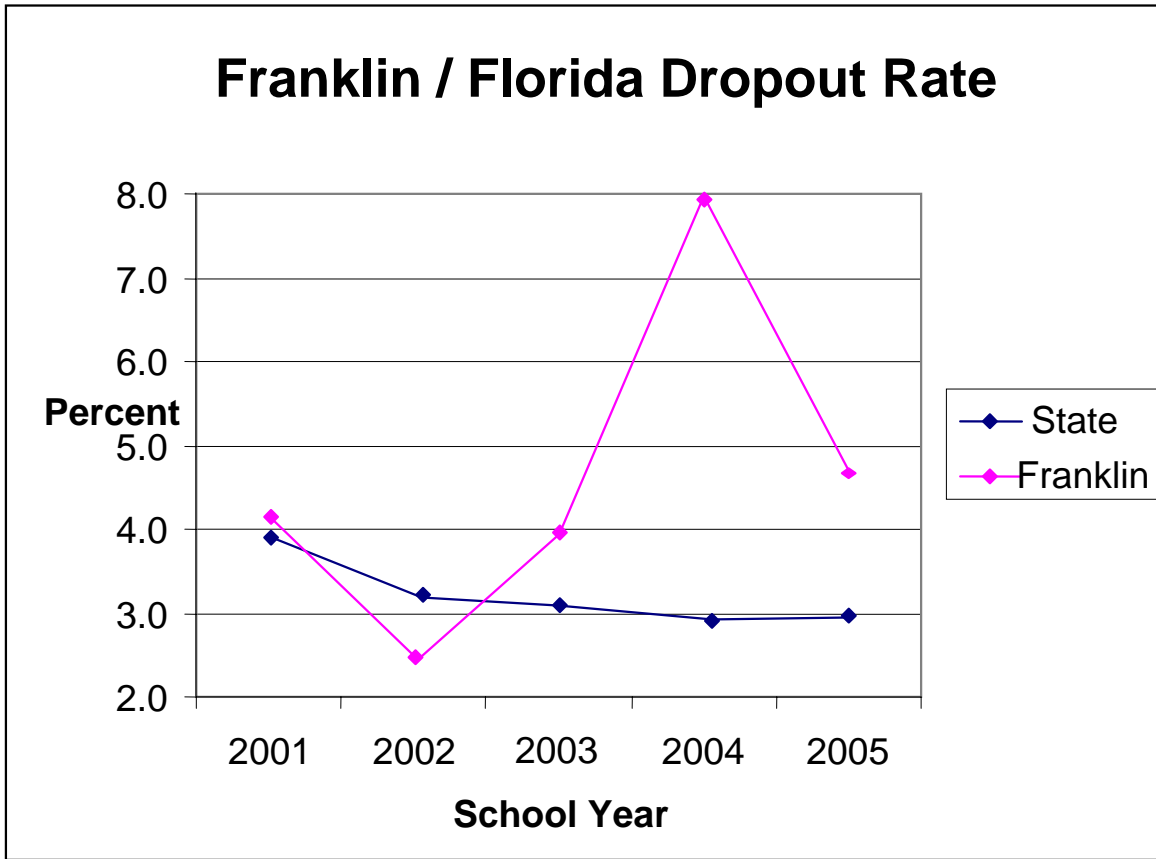


The district's ethnicity has remained relatively stable during the past six years, with the African-American and Hispanic population showing slight increases and the Caucasian population decreasing slightly. The ethnicity of district staff reflects that of the student population.



Franklin District's reported 2004 and 2005 dropout rates, as well as the reported 2006 graduation rate, reflect reporting anomalies that are as yet unresolved. Until recently, Franklin District's dropout rates have closely reflected state dropout rates. High School Improvement Plans focus attention on the dropout rate and implement strategies for improvement that include enhancing career education and dropout prevention programs. The district fully supports those goals in its *Plan for Excellence – Strategic Plan 2007-2012*. The trend lines for the District's graduation

rate, with the exception of the 2006 reporting anomaly, shows that rates are continuing in the right direction.



The school district continuously collects and analyzes data to assess the current reality and determine gaps that exist between present performance and desired outcomes. Student achievement data, school climate results, instructional and organizational practices of effectiveness, and other relevant informational sources are collected and analyzed continuously.

Student Achievement

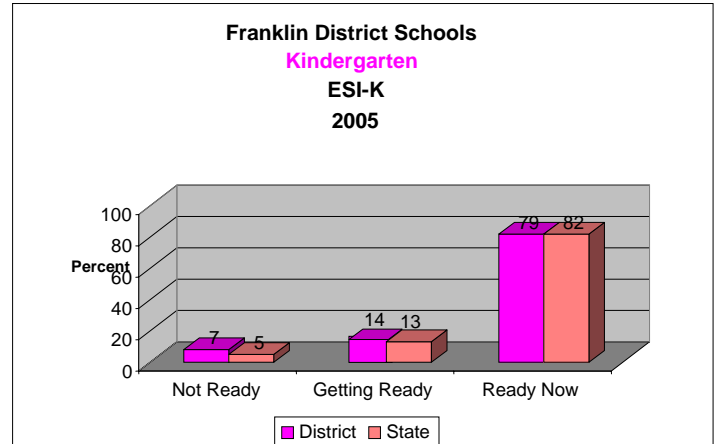
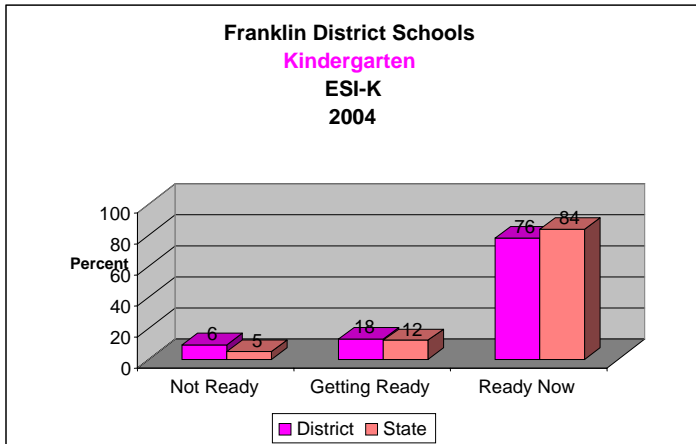
In Florida, many data sources are provided to assist parents in evaluating the performance of their children and the schools. These data sources also are valuable tools used by schools and school districts to evaluate progress on improvement initiatives. This student achievement data includes:

- Criterion Referenced Assessments
 - Florida Comprehensive Assessment Test (FCAT)
 - Florida Comprehensive Assessment Test – Writing +
- Norm Referenced Assessments
 - FCAT – NRT (SAT-10)
 - SAT-10 – grades 1 and 2
 - Gates-MacGinitie Reading Tests (GMRT)
- Adequate Yearly Progress Reports for Schools
- NCLB School Public Accountability Reports (SPARs)
- School Grades
- District Grades
- Graduation and Dropout Rates

The Florida System of School Improvement and Accountability is a rigorous improvement model. The requirements of the school improvement planning process demand continuous focus on each of the identified goal areas. School plans align with district, state and national goals. The Administrative Leadership Team provides guidance and oversight in expectations for school improvement planning and accountability. School Indicators Reports are published by the Florida Department of Education and are available electronically for public viewing. These reports provide extensive data regarding student performance and staff qualifications along with district and school demographics. Annual reports summarizing student performance are published in local newspapers and are available at any time for public review. School Improvement Plans are formulated to address problematic areas as indicated by performance on the FCAT or other measures of academic performance. Each plan addresses the professional development necessary to effectively achieve the desired outcomes established in the plan.

While 99.5% of the district's teachers are teaching in-field and 97.5% are Highly Qualified, 18.4% of district teachers hold Masters Degrees, as compared to 31.5% statewide. Individual Professional Development Plans (IPDP) are generated to assist instructional staff in continuous self-improvement. Our District Professional Development System is aligned with the Florida Professional Development Protocol to address instructional needs as evidenced by student performance data, school improvement goals and individual professional development plans. Teachers and administrators have anytime, anywhere access to the ePDC, an electronic warehouse of quality professional development activities and inservice management tool. The ePDC system is used not only by the districts served by the Panhandle Area Educational Consortium (PAEC), but also by teachers around the world. Our primary district professional development focus for 2006-2007 relates to activities in mathematics, reading and writing. Our major focus in recent years has been on reading as outlined in our District Reading Plan.

Grade levels and their specific requirements provide one management method for the school. Kindergarten administrators FLKRS (Florida Kindergarten Readiness Screener) within the first 45 calendar days of school. FLKRS determines kindergarten readiness through verbal and language expression, fine and gross motor skills, and number concept. The students' age and the number of correct answers determine the final score. Comparison of the child's score to the test norms determines if a child should be referred for further testing, screened again at a later date, or is currently on level. After analyzing the 2005 data, 79% of the children were "Ready Now", which was a 3% increase from the 2004 school year. 14% of the children were "Getting Ready" leaving 7% in the category indicating that age appropriate development was not evidenced during the screening. The high percentage of students ready for kindergarten may be attributed in part to the Pre-K ESE and Early Intervention program provided by Franklin District Schools.

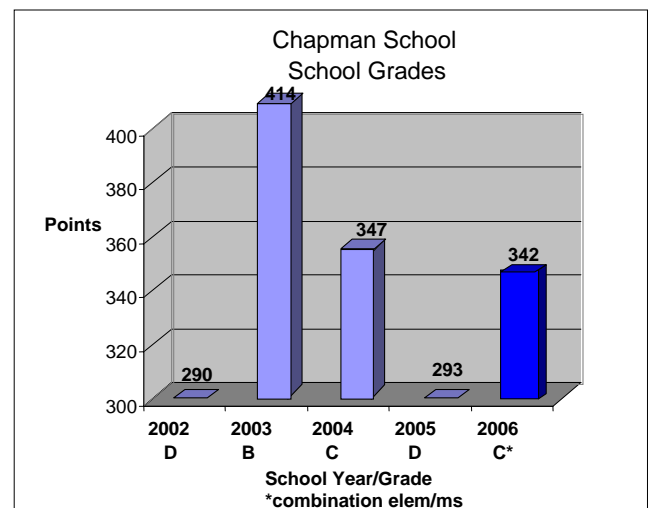
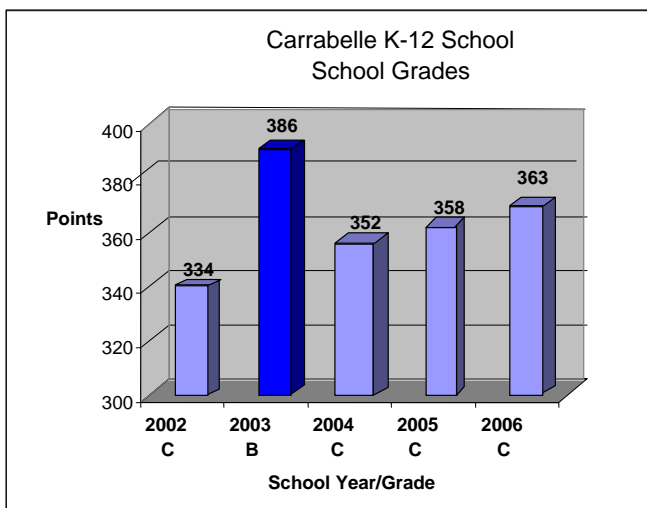
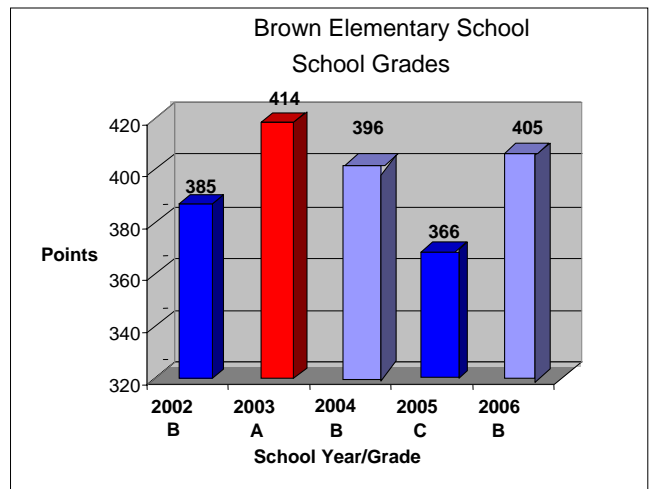
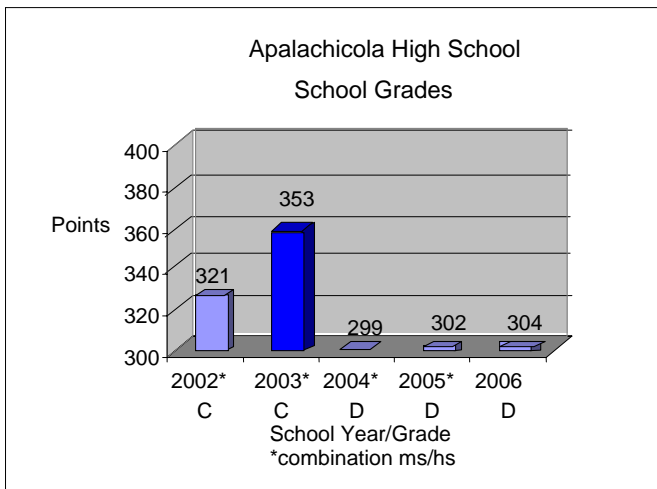
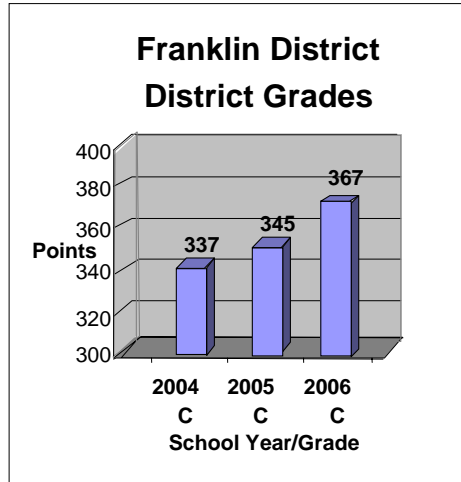


In October 2003, full time reading coaches were partially funded through the Reading First Initiative. These coaches provide on-site professional development in the areas of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. Analyzing the DIBELS data submitted to the Florida Center for Reading Research provides the coaches with the tools necessary for “just in time” training.

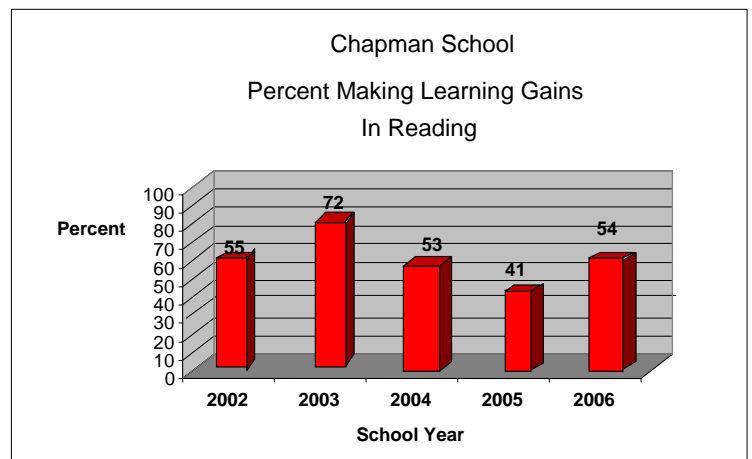
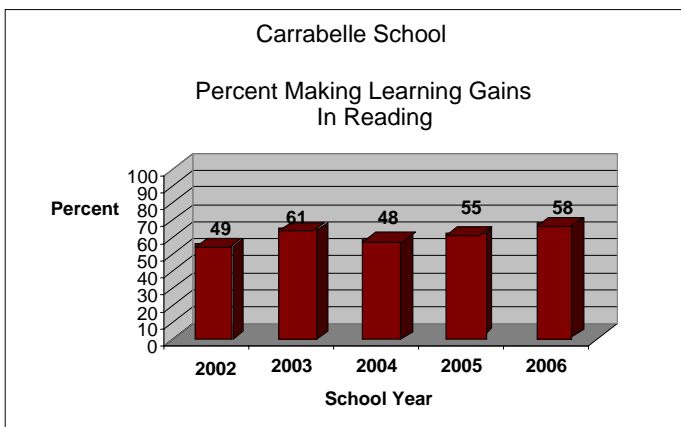
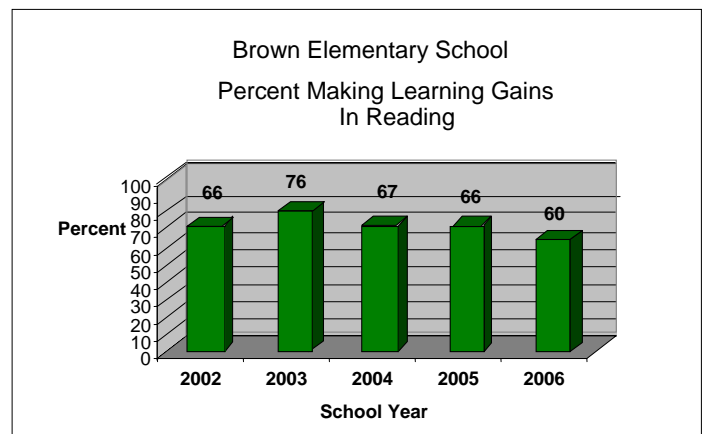
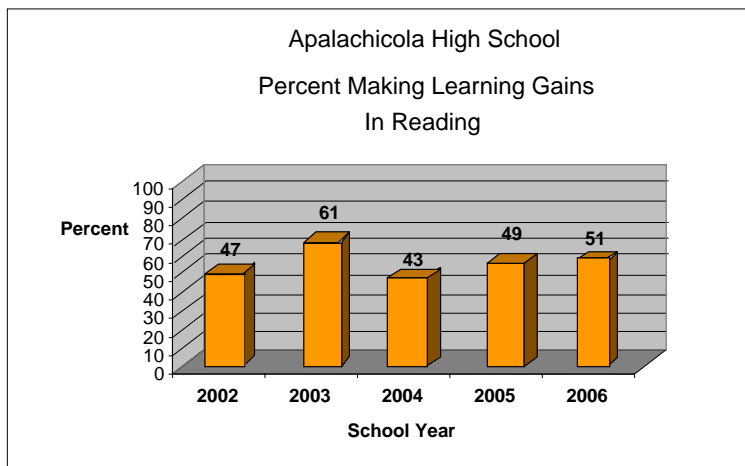
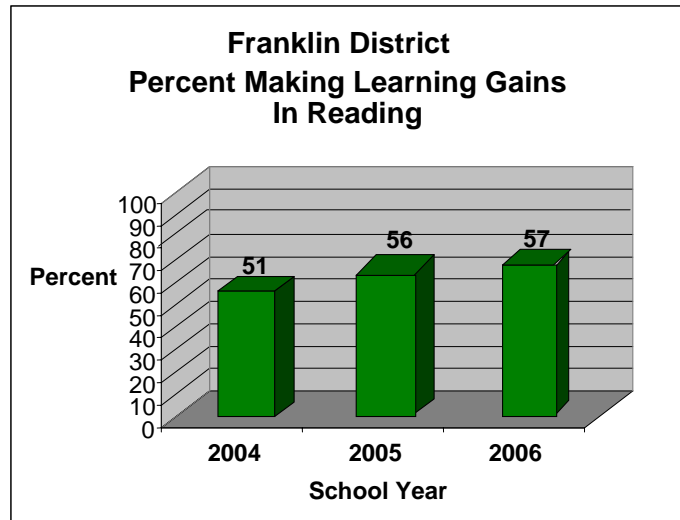
The DIBELS assessment measures K - 2 students on phonemic awareness, decoding, and oral reading fluency in a timed format to promote automaticity. DIBELS also assesses grade 3 - 5 students on oral reading and fluency. The first assessment supplies base line data. The follow-up assessments in the fall, winter, and spring provide evidence of effective remediation and skill mastery. However, beginning in 2006, assessments will be done only three times a year.

Florida's A+ Education Plan establishes high expectations for both students and their schools. Florida schools are assigned school grades based primarily upon student achievement data from the Florida Comprehensive Assessment Test (FCAT). This criterion-referenced test is designed to demonstrate a student's proficiency on the Sunshine State Standards, which are Florida's expectations of what students should know and be able to do. School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on the annual learning gains of each student relevant to the Sunshine State Standards, the annual progress of the lowest quartile students, and the percentage of students meeting proficiency standards. The system utilizes a grading matrix in which a school is awarded one point for each percent of students meeting proficiency requirements (\geq Level 3) on the FCAT and/or making annual learning gains. In 2005 and 2006, Franklin District Schools earned a designation of “C” under this evaluative system.

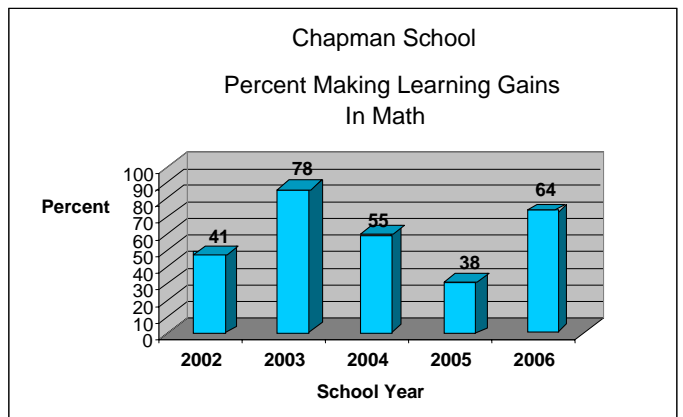
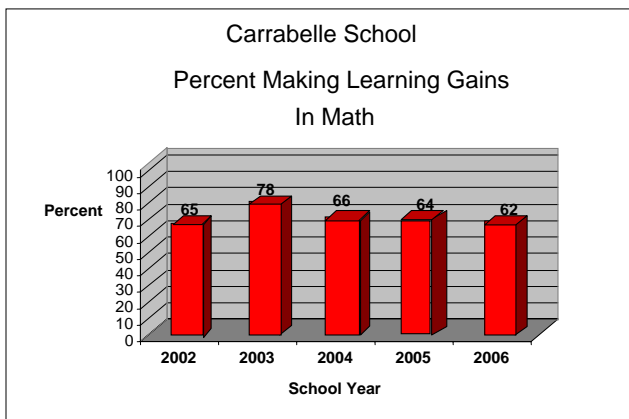
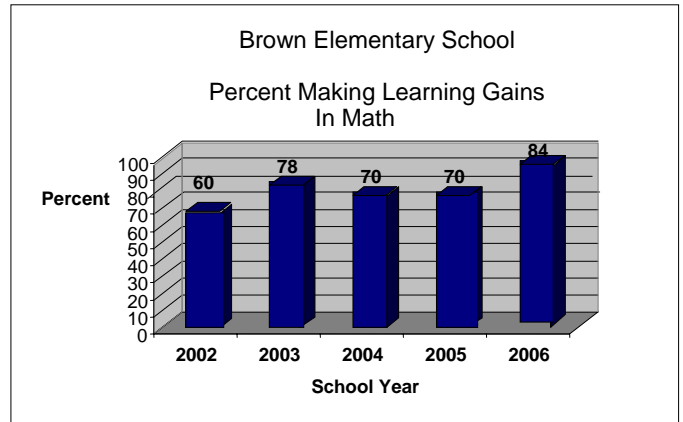
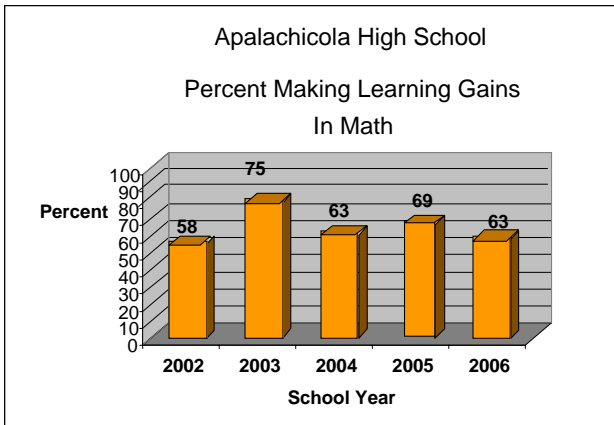
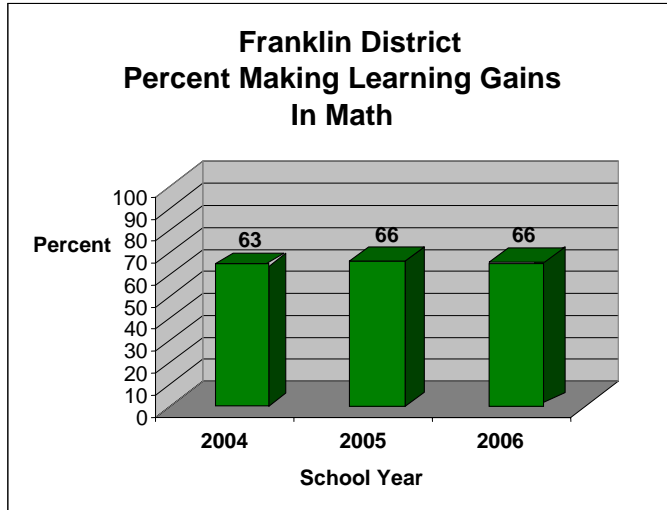
The School Improvement Plan contributes to each school and the district's school grade. As requirements have changed and levels of expectations have increased, the District's schools' grades have fluctuated over the past five years. Overall, the district has shown steady improvement, although the district grade has remained constant.



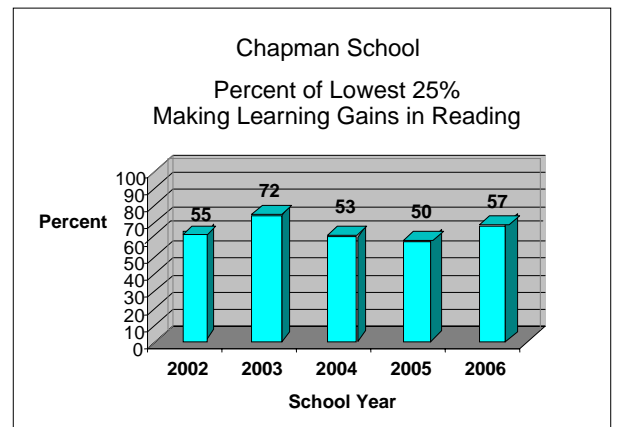
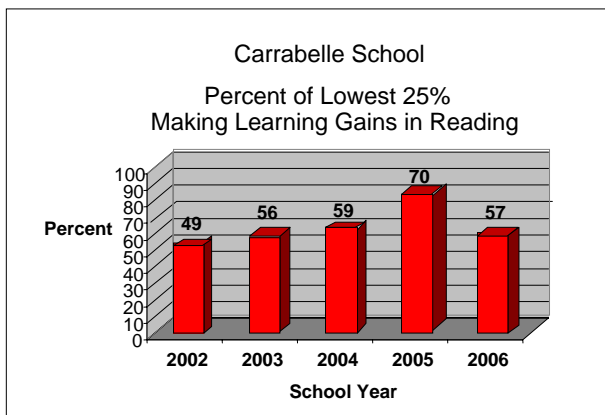
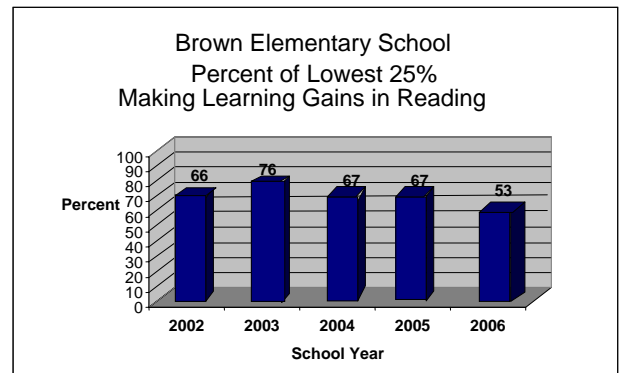
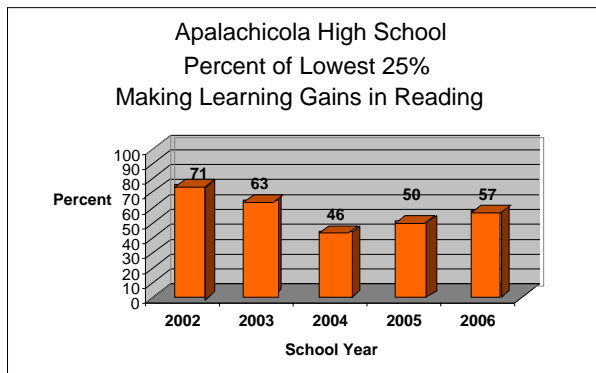
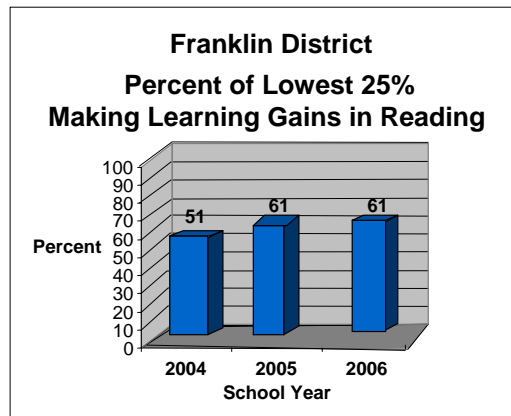
Our district performance on the Sunshine State Standards provides evidence of continuous improvement. The FCAT scores show that the majority of Franklin District's students continue to make learning gains in reading. The following chart depicts a summary of our learning gains as related to the reading.



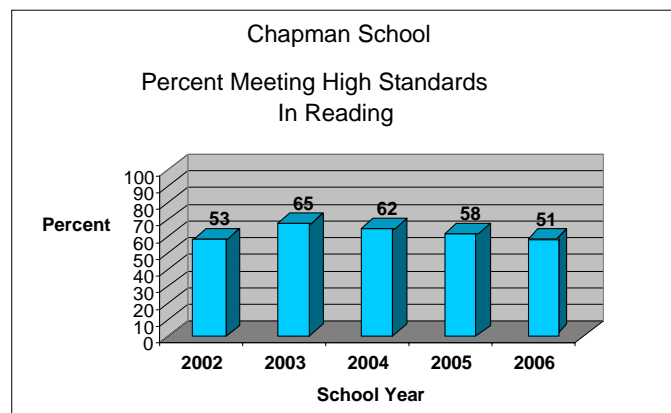
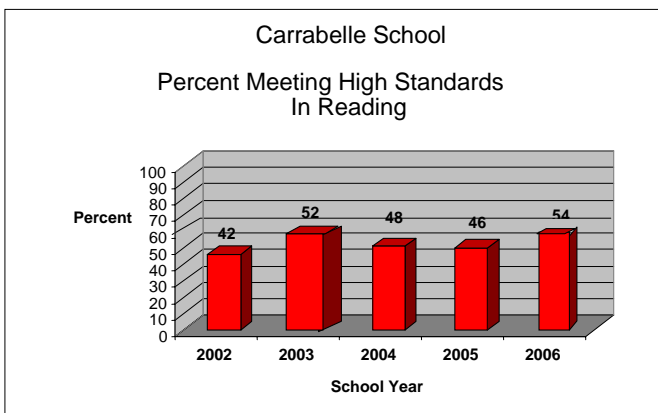
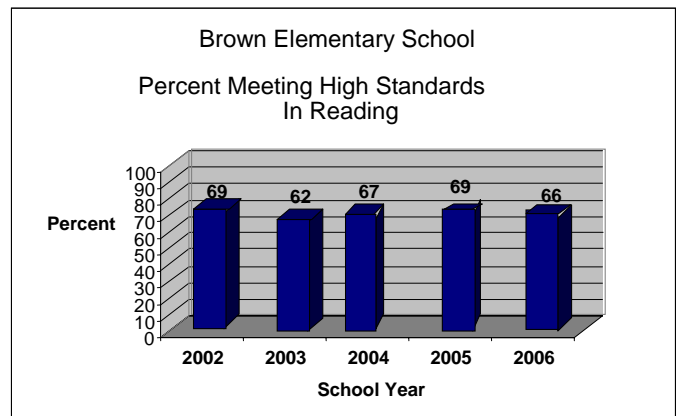
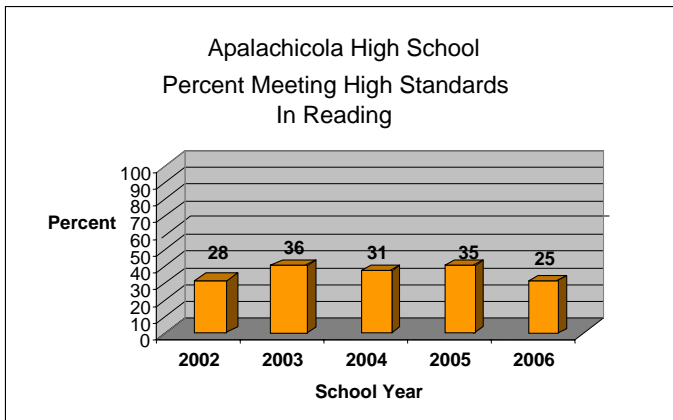
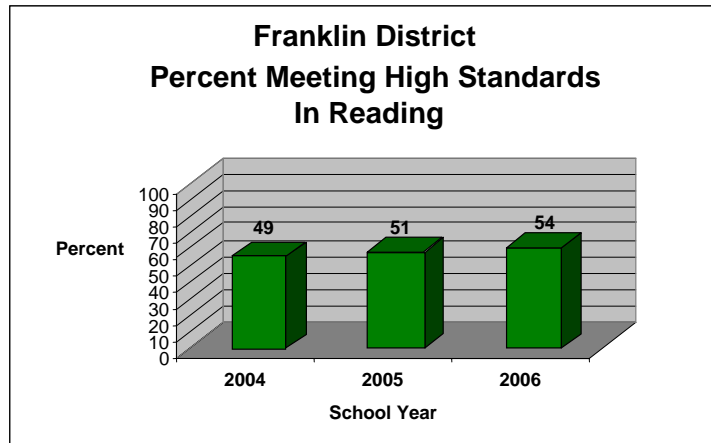
The mathematics FCAT scores show that, although there is evidence of improvement, Franklin District's students are not making consistent learning gains in math. The following charts depict a summary of our total student performance as related to the mathematics assessments.



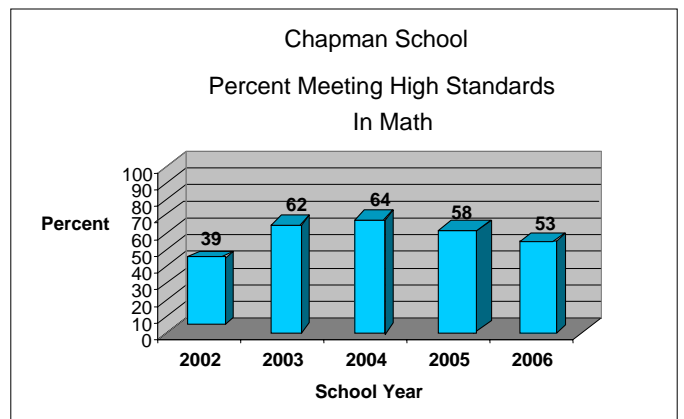
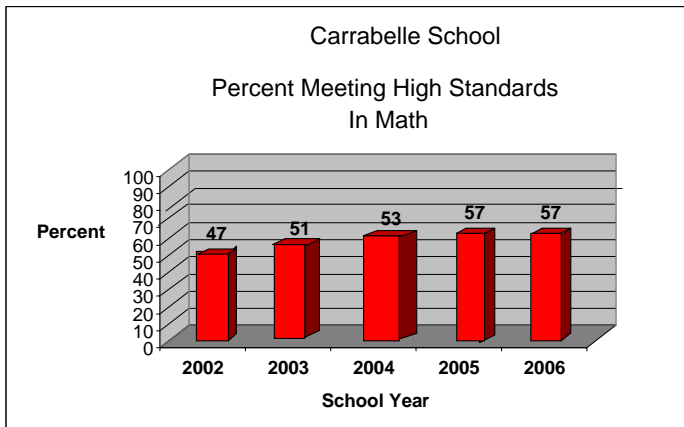
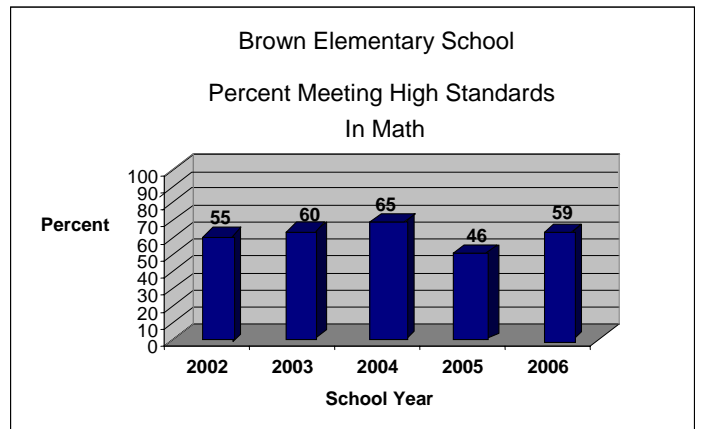
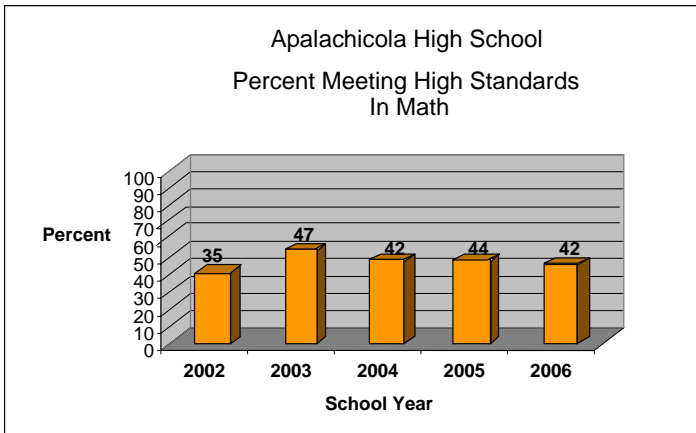
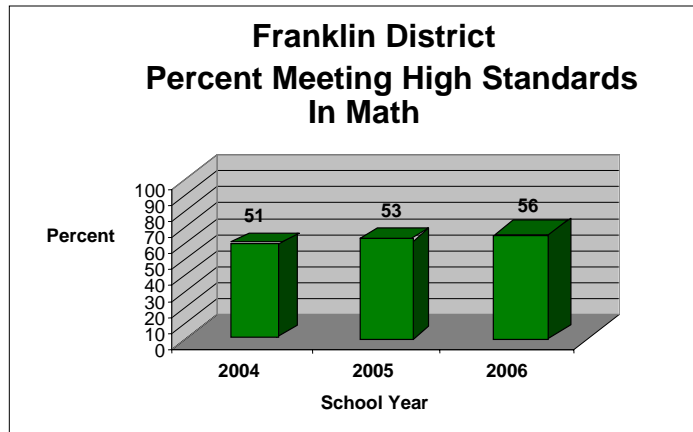
The following charts show data concerning the percent of students in the lowest 25% of Franklin District Schools. The results show that these students are making either moderate increases or moderate decreases in individual schools. The district as a whole shows a recent trend toward improvement.



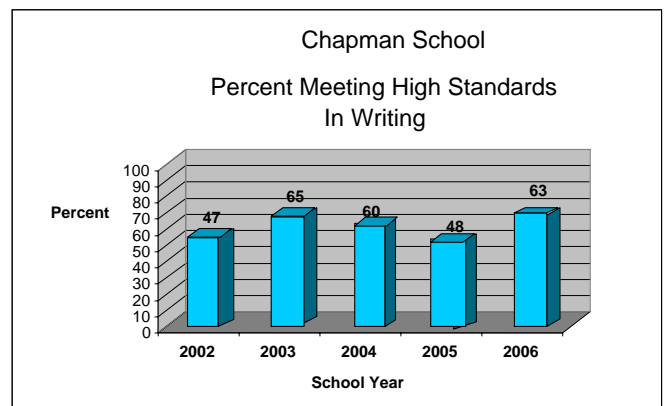
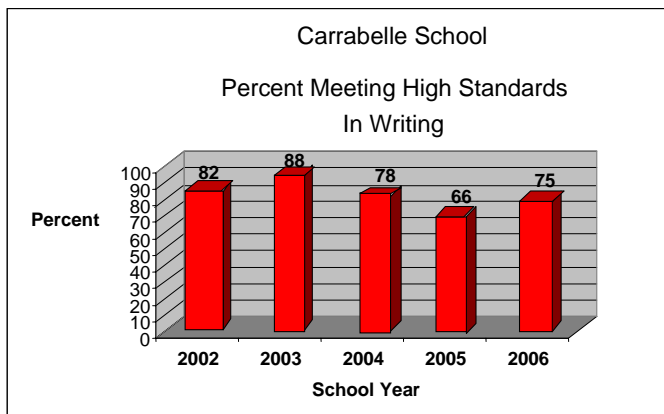
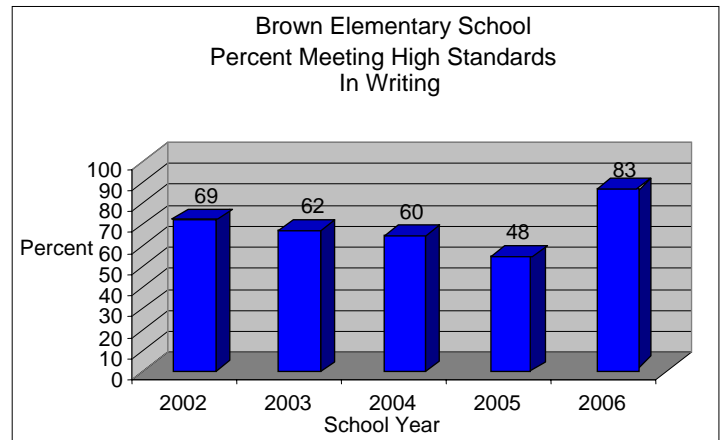
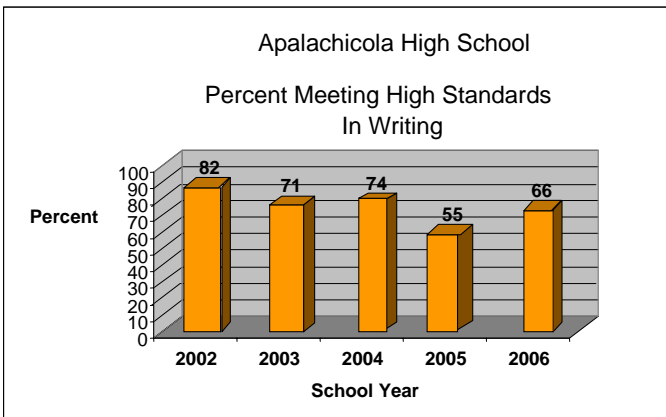
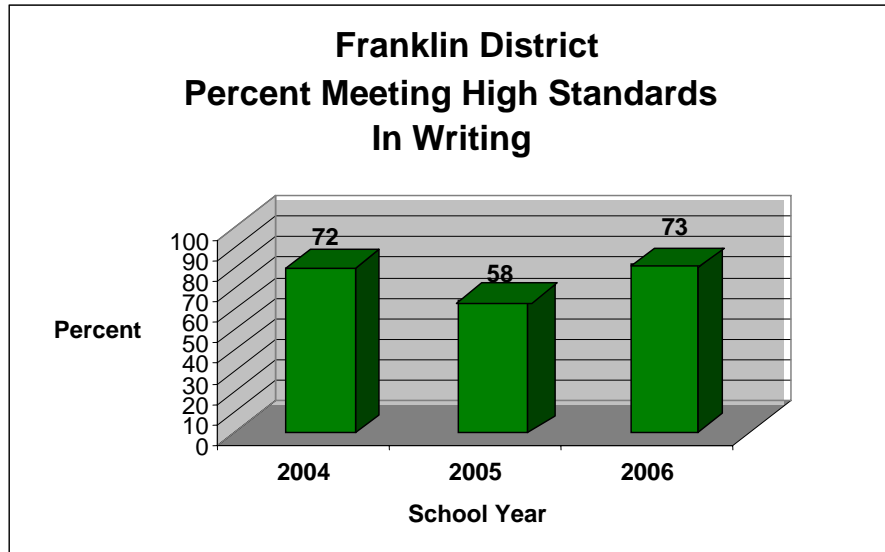
Currently, 54% of Franklin District's students are meeting high standards in reading. Although school percentages are increasing, Franklin District is ranked 60th of 67 counties in the percent of students meeting high standards in reading. The following charts depict a summary of high standards percentages in relation to reading.



Franklin District currently has 56% of its students meeting high standards in mathematics. The following charts depict a summary of high standards percentages in relation to math.

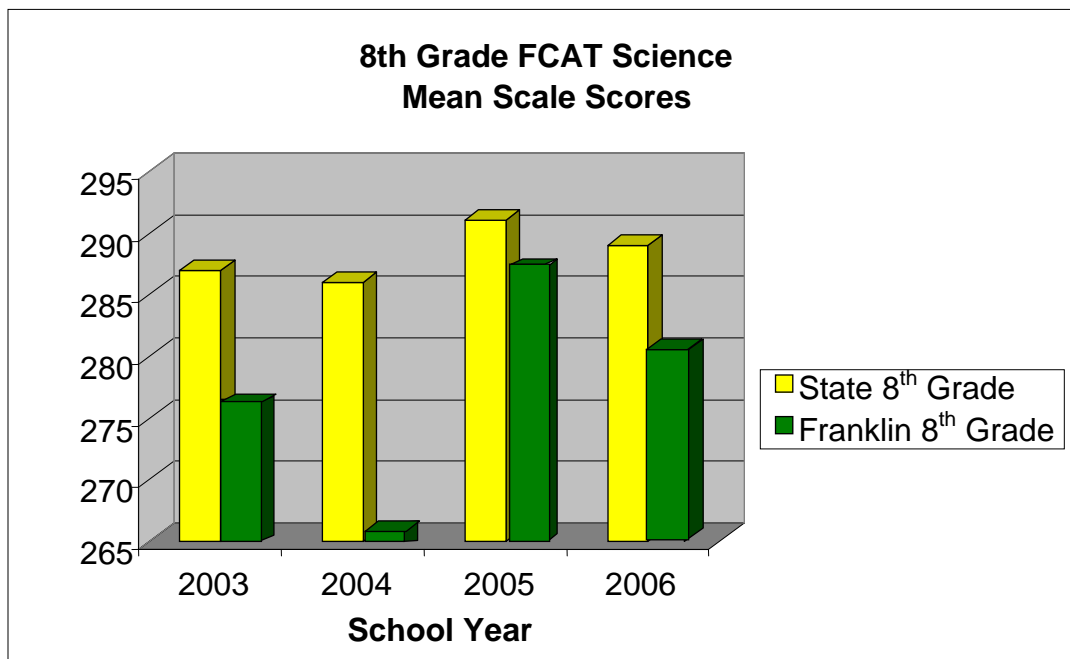
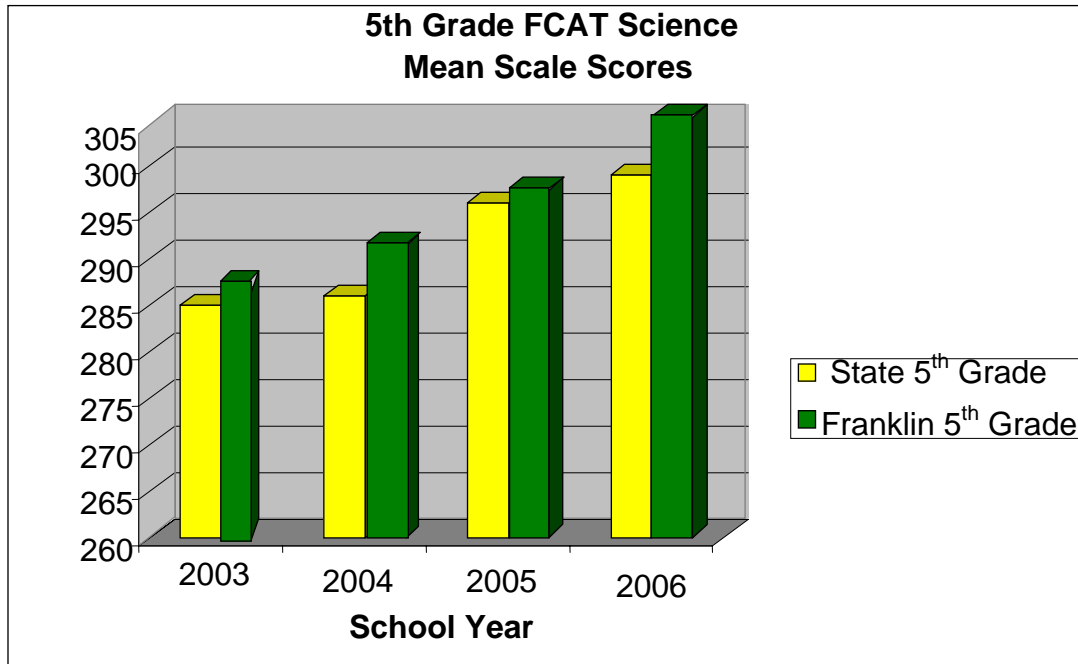


Currently, 73% of Franklin District's students are meeting high standards in writing. Although school percentages are increasing, Franklin District is ranked 62nd of 67 counties in the percent of students meeting high standards in writing. The following charts depict a summary of high standards percentages in relation to writing.



FCAT Science is administered to students in grades five, eight and eleven. It is a criterion-referenced assessment designed to determine student proficiency on the Sunshine State Standards for science. Student scores were leveled for the first time in 2006. In 2007, student

science performance will become part of the school grade calculation. Franklin District's performance is above state mean scale scores for fifth grade students, but below the state mean for the eighth grade. In 2006, the first year for FCAT Science testing for eleventh grade students, the district mean was 283, compared with the state mean of 298. 20% of the district's eleventh grade students achieving proficiency, compared with 35% of students statewide who achieved proficiency on the test. The following charts provide a historical comparison of our district to the state average for fifth and eighth grades.



Under the No Child Left Behind Act, proficiency in Florida is determined by attainment of a Level 3 on the FCAT. While it is not possible to equate a criterion-referenced score on the FCAT to a percentile score on a norm-referenced assessment, it is interesting to note that

students attaining a level 3 score on the FCAT generally attain scores at or above the 60th percentile on the Stanford 10. Therefore, this high proficiency required to make AYP has resulted in significant challenges for Florida's schools to meet the adequate yearly progress requirements of No Child Left Behind. Currently, the Franklin County School District is not meeting the adequate yearly progress benchmarks in specific subgroup areas. Through Adequate Yearly Progress (AYP) Reports, our district has identified Economically Disadvantaged Students and Students with Disabilities subgroups as our most at-risk student populations. While reading and mathematics deficiencies have moved to the forefront as the identified subjects of need, Franklin District has actively worked to provide more effective instructional delivery models for these students and develop higher expectations for achievement. Many of our students with disabilities are now served in inclusive environments where high expectations are maintained for all students. Student reading success for this subgroup has increased through strategies that are being implemented in the district. Students receive between 90 and 120 minutes of uninterrupted instruction, and small group reading instructional strategies are used to ensure reading instruction is individualized. These interventions provide opportunities for teachers to focus on fluency building, vocabulary, and comprehension.

**ADVANC-ED
AYP**

Site	2004	2005	2006
Franklin District	NO Writing Reading 2 sub-groups Math 2 sub groups	NO Writing Graduation Reading 2 sub-groups Math 3 sub groups # Tested 1 sub-group	NO Reading 2 sub-groups Math 2 sub groups
Apalachicola High School	NO Writing Reading Total 2 sub-groups Math 2 sub groups	NO Writing Graduation Reading Total 2 sub-groups Math Total 2 sub-groups	NO Reading Total 2 sub-groups Math Total 1 sub group
Brown Elementary School	NO Writing	NO Math Total 1 sub-group	YES
Carrabelle School	NO Writing Reading 1 sub-group Math 1 sub group	NO Writing Graduation Reading # tested (1 sub-group) 2 sub-groups Math 1 sub group	NO Reading 1 sub-group Math # tested (total) 2 sub-groups
Chapman School	NO Writing	NO Writing	NO Reading 2 sub-groups Math 2 sub-groups

Florida’s A+ Education Plan also includes assessment of students on norm-referenced tests which rank student performance on a percentile basis. In 2006, the median percentile and mean scale scores attained by the various grade levels in the district fell below state performance levels in all areas. The following table provides a comparison of district and state performance on reading and mathematics norm-referenced tests:

2006 Median NPR/ Mean Scale Scores

GRADE	MATH		READING	
	DISTRICT	STATE	DISTRICT	STATE
4	67/640	71/645	63/645	70/654
5	67/655	71/661	62/656	69/663
6	59/663	67/673	61/668	67/675
7	63/679	69/686	59/673	65/679
8	64/693	73/705	55/678	65/688
9	60/698	74/715	55/688	65/698
10	52/702	70/720	56/698	67/708

Student performance on college placement tests is evaluated to determine readiness for college. Dropout and graduation rates are analyzed to assist in developing curricular options for all students. Information concerning graduation rate, college placement test performance and dropout rate is included at the end of this section.

Plan

Our five year *Plan for Excellence – Strategic Plan 2007-2012* is included in large measure under Standard 4 in this report. Our School Improvement Plans are available through links on our district website, www.franklincountyschools.org. The strategic planning process has assisted the district in aligning resources and focusing on common goals. The various systems in the district combine to create an environment focused on improved student achievement. FCAT results and school report cards serve as the primary barometers for gauging success. Much has been accomplished toward our identified goals. However, we continue to face the challenge of meeting Florida’s subgroup proficiency requirements as identified under No Child Left Behind.

As identified previously, our district is not meeting all Adequate Yearly Progress requirements at this time. We will continue to focus on improving student performance within all subgroups of the four schools served by Title I.

One of our greatest challenges is keeping up with the myriad of legislative changes impacting student performance. Each district staff member is responsible for many programmatic areas. Despite the challenges of having a limited staff to address all state and federal requirements, our smallness also presents opportunities. Communication across district systems and programs is enhanced due to the overlapping responsibilities of our staff members. The strategic planning process has resulted in enhanced opportunities for curricular materials and programs as additional funding has been made available. Professional development opportunities have been designed to meet specific needs identified by data analysis.

In summary, the needs of our district are continually changing. As new legislative challenges emerge and student performance results indicate areas of need, our process of improvement will adjust accordingly.

Franklin District used a distinct and comprehensive model for self-assessment through the work of our combined district leadership teams. A continuing process for presentation, process, data collection, data disaggregation, and follow-up has been used in the self-study. School and district based personnel participate in all processes.

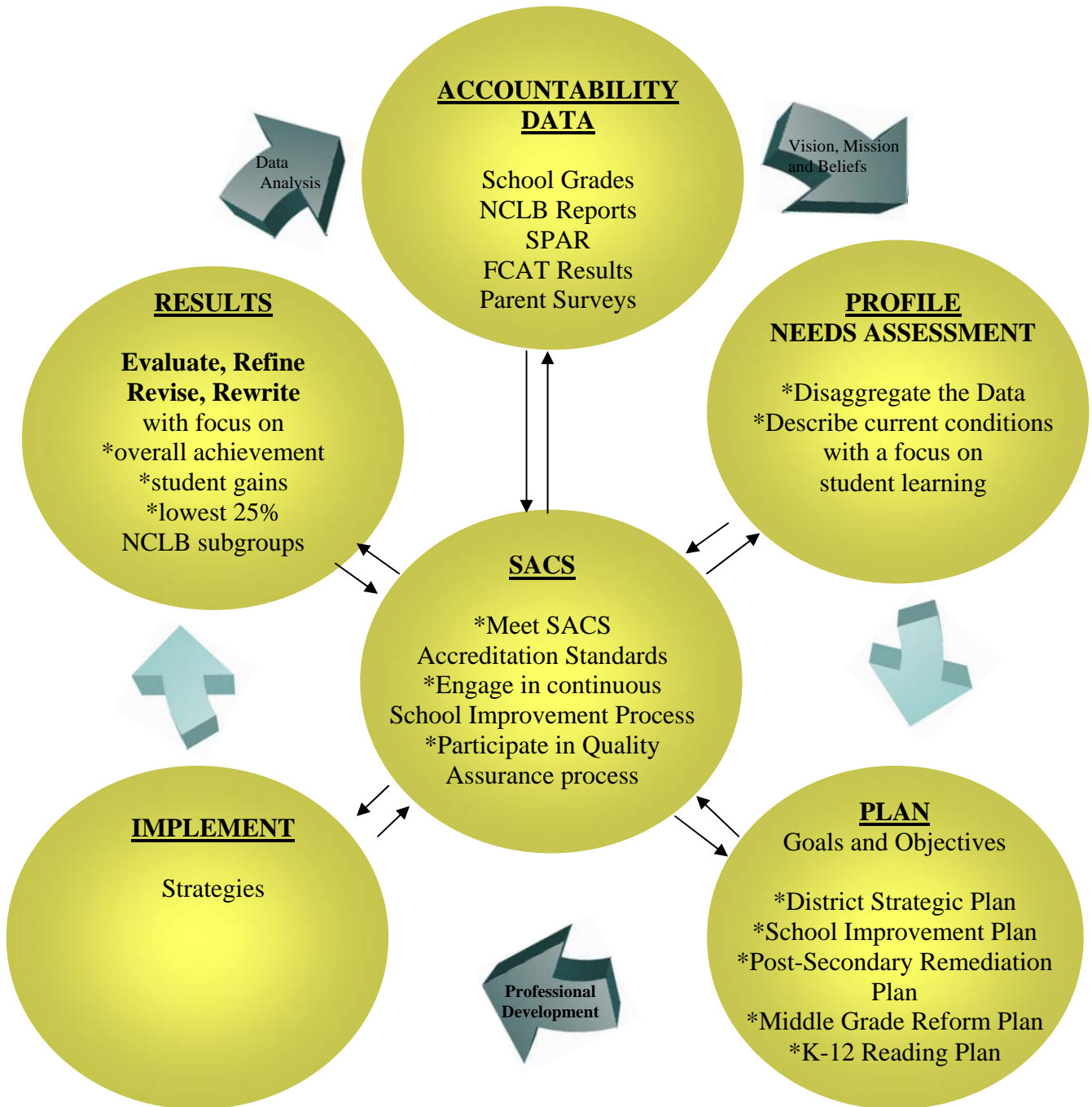
A graphic organizer shown on the following page has been shared with school and district personnel and reflects our framework for the continuous process of School Improvement. Our school district continuous improvement structure is strongly aligned with the district accreditation process. Our mission of “providing a student-focused comprehensive educational experience to meet both required objectives and a long-term goal of developing responsible citizens” is the driving force behind all of our instructional efforts. The Strategic Plan was the vehicle with which we carried out our vision. Our planning is based on data driven decisions and the instructionally proven techniques determines our year-to-year results. The cyclical nature of the Vision, Profile, Plan, and Results process is well established in the Franklin County School District.

The ongoing self-assessment process includes district-wide client surveys, the Gulf coast Workforce Board/Franklin District Schools Career/Technical Education Survey, our online Student Elective Surveys, regular leadership team meetings, small group discussions, test data evaluation, completion by principals of the SACS/CASI Standards Assessment Tool for Public Schools, and an assessment of *Plan for Excellence – Strategic Plan, 2007-2012* objectives. This continuing self-assessment process enables the district to identify strengths and areas needing attention to support systemic alignment.

Franklin School District Climate Surveys are distributed among stakeholders in three of the four schools during the fall of the 2006 – 2007 school year. The fourth school, Carrabelle School, will distribute its surveys at the end of the year. Surveys are also distributed during school-sponsored meetings and functions and at other functions such as local Chamber of Commerce meetings and community festivals. Results have been gathered on six school function areas (Communication, Curriculum and Instruction, Discipline, Facilities, Leadership, and School Climate) and tabulated on a five point scale, with five being the most favorable response. The most recent survey results are shown on the table below.

School Climate Surveys	All	Students	Teachers	Parents	Community
Communication	3.67	3.2	3.66	3.80	4.0
Curriculum& Instruction	3.63	3.19	3.58	3.73	4.0
Discipline	3.47	2.92	3.02	3.94	4.0
Facilities	3.54	3.07	3.42	3.66	4.0
Leadership	3.67	2.87	3.82	3.97	4.0
Climate	3.55	3.18	3.26	3.76	4.0

Franklin District Accreditation
Within the Continuous Process of School Improvement
“District Accreditation is a process that examines how all the processes and functions of a system work in concert to the benefit of student learning.”



<p>WHAT DO SCHOOLS DO? Meet the AdvancED Standards for Accreditation Complete an annual accreditation report Engage in a continuous school improvement process Participate in the district’s quality assurance process</p>	<p>WHAT DOES THE DISTRICT DO? Meet AdvancED Standards for Accreditation for Quality Systems Engage in system of continuous school improvement Monitor schools through a quality assurance process Prepare and provide for AdvancED peer review on 5 year cycle</p>
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ADVANC-ED Guided Self-Study

Section Four: Quality Assurance

The Franklin County School District constantly reviews its continuous school improvement process to increase its effectiveness and utility. The District Curriculum Administrator, Brenda Wilson, solicits suggestions monthly from the Administrative Leadership Team and Reading Coaches. In addition, she annually solicits input from School Improvement Chairs and the Administrative Leadership Team for this purpose and makes adjustments that continue to meet state reporting requirements. In the past two years, we have posted all school improvement plans to the Florida Department of Education web site, implemented a District Reading Plan that is incorporated into the reading goal of each school's plan, created a student-centered schedule in the high schools to facilitate the reading plan and created a District Improvement Plan to provide dedicated programs that assist schools identified by the state accountability system as being in need.

Taking advantage of an opportunity legislatively provided to small districts, the Franklin District School Board has authorized the Administrative Leadership Team to provide the required stakeholder oversight of individual school improvement plans. They review school improvement plans, progress reports and expenditures, provide input and recommend plan approval to the School Board in September. Once approved, the School Improvement Plans become living guides for each school, providing the legal authority to implement change. The Administrative Leadership Team also performs other support functions as requested by the Superintendent.

All school improvement plan goals must be justified by data taken from student performance indicators, stakeholder surveys or mandates from the state or District. Measurable objectives provide the indicators of success for each goal and the application of multiple research-based strategies insure this success. Mandatory mid-year progress reports require schools to assess their progress and make adjustments in the plan if performance indicators are not meeting expectations. Final adequate progress reports not only validate the success of the year's improvement efforts, but serve as the first data source for developing next year's plan by pointing out programs that should be continued or modified. State school improvement funds are provided and may only be spent in fulfillment of the strategies listed in the plan.

Professional development is central to any continuous improvement process. Assistant Superintendent Mikel Clark works with each school to insure that our training programs follow the Florida Professional Development Protocol. The Franklin County School District Professional Development System requires training activities to be selected through data analysis, primarily from teacher Individual Professional Development Plans created with the principal following their annual performance appraisal and reflecting the performance of students in their classrooms. Teachers must document the use of their newly-acquired knowledge in the classroom to earn in-service credit. Anticipated training activities are described in detail in the school improvement plans which then, once approved by the School Board, double as the required Professional Development Plan. Much of the needed training is provided from the district level and P.A.E.C. when it is needed at multiple sites.

The District *Plan for Excellence – Strategic Plan* provides the overall direction for our continuous improvement initiatives. Designed to support the schools in their improvement efforts, it focuses upon providing and aligning resources, enhancing communication and prioritizing the district budget to ensure their success. The *Plan for Excellence – Strategic Plan* is reviewed regularly by the Administrative Leadership Team where priorities may be redefined due to legislative changes or student performance.

Schools create and monitor their improvement plans with a School Advisory Councils headed by a School Improvement Council Chair. Formal oversight and review is provided by the Administrative Leadership Team before the plans are forwarded for School Board approval. The District programs that routinely provide direct support to their efforts include finance, personnel, curriculum, technology, accountability, facilities, transportation, student services, testing, professional development and school improvement. All of these programs are continuously reviewed by the Superintendent and his staff. District coordinators interface with the Florida Department of Education to keep the information regarding state and federal requirements flowing to facilitate responsible decision making.

The Franklin County School District welcomes the Quality Assurance Review Team visit and looks forward to its findings. We are always ready to identify new ways to improve so we may fulfill our vision: **“to provide a student-focused comprehensive educational experience, developing responsible citizens that reach their maximum positive potential, while meeting required objectives.”**

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Sample of Quality Assurance Activities

- Monthly Attendance Reports
- Background Checks for Employees
- Classroom Walk-Throughs
- Mid-year Reports for District Comprehensive Reading Plans
- Professional Development Plans
- Monitoring School Data
- Monitor Level 1 and 2 Students
- Monitor School Level Improvement Plans

- Review of Progress Report by Administrators
- Performance Appraisal System
- Monitoring of Teacher Lesson Plans
- Grade Level & Department Meetings
- Desktop Reports on Student Academic Data
- Client, Teacher & Student Surveys
- Facility Assessments
- Cafeteria Audits
- Advanc-ED Status Letters for Franklin District Schools 06-07
- Fostering of Learning Communities through development and maintenance of District-level Student, Instructional, and Community Leadership Teams