

FRANKLIN COUNTY PUBLIC SCHOOLS

Six Year Comprehensive Plan, 2014 – 2020

November 2016 Update

Educational

Excellence

Safe & Secure

Environments

Communication & Collaboration

Community



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2016 – 2017
Franklin County School Board

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PURPOSE

The purpose of the six-year plan is to identify the primary focus areas for the school division, provide guidance for the administration, support identified levels of funding and programs and enhance the overall learning experience and environment for FCPS students.

VISION

Franklin County Public Schools will ensure an orderly and safe environment, pursue excellence in education, provide for equality of opportunity, create an environment in which human dignity is valued and inspire between the division and our community a united effort to secure the best possible future in academic, vocational, physical, and social education for all children.

MISSION

The mission of Franklin County Public Schools is to prepare each student to be lifelong learners, to be fulfilled, to be inspired, and to be self-reliant productive citizens who can successfully compete in the global community.

VALUES & BELIEFS

1. Every child is unique and is capable of learning.
2. Our schools must be safe, inviting, clean, and conducive to learning.
3. We value our employees, as they are essential to the accomplishments and future of our children.
4. Active parent engagement in their child's education is critical and must be encouraged.
5. We use evaluation and measurement as tools for continuous improvement.
6. We must efficiently use the limited resources available and be fiscally responsible to the Franklin County Community.

OVERVIEW

In the Fall of 2013, the Franklin County School Board updated the vision statement, mission statement and core values.

During 2014, FCPS administration developed a planning process known as the Six-Year Comprehensive Plan. This plan promoted forward movement, focused on core objectives and outcomes, and integrated a set of key initiatives that address the needs of the division's primary clients (learners) while working closely with the Franklin County community.

A document titled "Paving the Pathway- A Framework for the Development of a 6-Year Strategic Plan for Franklin County Public Schools" guided the school division as we sought to provide our learners with the skills and knowledge needed for success. The framework, which is directly related to the FCPS Vision and Mission statements, built on three core competencies:

1. Educational Excellence;
2. Safe and Secure Environments; and
3. Communication and Collaboration with Community.

SWOT ANALYSIS

During the spring and winter of 2014, FCPS administration hosted several focus group meetings. The focus groups included the faith-based community, parent-teacher organizations, local government agencies, the business community and higher education. Each focus group completed a SWOT analysis, which stands for strengths, weaknesses, opportunities and threats. This analysis is the analytical framework often used by businesses and organization for strategic planning. Data from all the groups was sorted and presented to the Strategic Planning Committee who then identified commonalities and recurring needs. The objectives for the 2014-2020 six-year plan were written based on the identified focus areas along with state and federal accountability measures. The plan is to be evaluated, updated and submitted to the school board annually.

Paving the Pathway
Strategic Planning Process



Excellence

Every student in Franklin County Public Schools is provided a challenging, comprehensive curriculum in all content areas.

INDICATOR	COMPONENT
Provide a rigorous, relevant curriculum that enables students to be prepared for college, work and the world using critical thinking and problem-solving skills Curriculum	<ul style="list-style-type: none"> ✓ Curriculum & Instruction Facilities Community & Family The Whole Child PD & Building Capacity
Increase opportunities provided for teachers to collaborate and to serve as leaders Prof_Dev	<ul style="list-style-type: none"> Curriculum & Instruction Facilities Community & Family The Whole Child ✓ PD & Building Capacity
Increase the effectiveness of the Response-to-Intervention Process and establish consistency of its usage across FCPS Curriculum	<ul style="list-style-type: none"> ✓ Curriculum & Instruction Facilities Community & Family The Whole Child ✓ PD & Building Capacity
Enhance Franklin County Public School's knowledge base of and how to work effectively with our students identified with Autism Spectrum Disorder Child	<ul style="list-style-type: none"> Curriculum & Instruction Facilities Community & Family ✓ The Whole Child ✓ PD & Building Capacity
Utilize Instructional Technology to provide learners with what they need to be competitive in the global environment Curriculum	<ul style="list-style-type: none"> ✓ Curriculum & Instruction Facilities Community & Family The Whole Child PD & Building Capacity
Provide community-based learning experiences for high school students, such as job shadowing, apprenticeships, and service learning Curriculum	<ul style="list-style-type: none"> ✓ Curriculum & Instruction Facilities ✓ Community & Family The Whole Child PD & Building Capacity

INDICATOR	COMPONENT
Increase participation and successful completion of AP, advanced math, and sciences classes, and Governor's School Curriculum	<ul style="list-style-type: none"> ✓ Curriculum & Instruction Facilities Community & Family The Whole Child PD & Building Capacity
Enhance Special Education and Alternative Education opportunities to ensure the appropriate environment for maximum student learning Curriculum	<ul style="list-style-type: none"> ✓ Curriculum & Instruction ✓ Facilities ✓ Community & Family ✓ The Whole Child PD & Building Capacity
Increase PreK and Early Childhood Special Education Inclusive Opportunities Curriculum	<ul style="list-style-type: none"> ✓ Curriculum & Instruction Facilities Community & Family The Whole Child PD & Building Capacity
Develop an action plan to allow for effective coverage of music and art standards at the elementary and middle school level Curriculum	<ul style="list-style-type: none"> ✓ Curriculum & Instruction Facilities Community & Family The Whole Child PD & Building Capacity
Successful implementation of courses using blended and/or virtual learning for students in grades 6-12 Curriculum	<ul style="list-style-type: none"> ✓ Curriculum & Instruction Facilities Community & Family The Whole Child PD & Building Capacity
Develop a compensation plan that supports the retention of highly qualified teachers and attracts candidates in the "hard to staff" positions, while maintaining an ethnically diverse staff Prof_Dev	<ul style="list-style-type: none"> Curriculum & Instruction Facilities Community & Family The Whole Child ✓ PD & Building Capacity

Environments

Franklin County Public Schools provides safe and secure environments that are conducive to learning and personal growth.

INDICATOR	COMPONENT
Develop a positive behavior framework within each learning environment to help students build positive relationships, show respect and responsibility, and take ownership of their learning Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family ✓ The Whole Child PD & Building Capacity
Promote “Healthy Franklin County” Initiative, whereby schools instruct and reinforce healthy lifestyle and fitness Curriculum	<ul style="list-style-type: none"> ✓ Curriculum & Instruction Facilities Community & Family ✓ The Whole Child PD & Building Capacity
Increase and modernize the science classrooms at the middle school level to allow for successful articulation with high school courses Facilities	<ul style="list-style-type: none"> Curriculum & Instruction ✓ Facilities Community & Family The Whole Child PD & Building Capacity
Collaborate with VDOT and county officials to create safer flow for buses and cars at dismissal times	<ul style="list-style-type: none"> Curriculum & Instruction Facilities Community & Family The Whole Child PD & Building Capacity
Ensure appropriate space for therapeutic services at all sites Facilities	<ul style="list-style-type: none"> Curriculum & Instruction ✓ Facilities ✓ Community & Family ✓ The Whole Child PD & Building Capacity
Improve transition planning though increasing student engagement and adding to the Youth Personal Academic and Career Plan (ACP) Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family ✓ The Whole Child PD & Building Capacity

INDICATOR	COMPONENT
Offer leadership development opportunities for students through classes, athletics, programs and co- and extra-curricular activities Child	<ul style="list-style-type: none"> Curriculum & Instruction Facilities Community & Family ✓ The Whole Child PD & Building Capacity
Increase number of offerings in the Career and Technical Department to meet current and future demands in the workplace Curriculum	<ul style="list-style-type: none"> ✓ Curriculum & Instruction ✓ Facilities Community & Family The Whole Child PD & Building Capacity
Continue to develop plans to alleviate the crowded conditions at both the high school and middle school, and address AC issues district-wide Facilities	<ul style="list-style-type: none"> Curriculum & Instruction ✓ Facilities Community & Family The Whole Child PD & Building Capacity
Coordinate and collaborate with appropriate officials to ensure crisis readiness Facilities	<ul style="list-style-type: none"> Curriculum & Instruction ✓ Facilities Community & Family The Whole Child PD & Building Capacity
Develop formal procedures and train staff to use school and district level Threat Assessment Teams Facilities	<ul style="list-style-type: none"> Curriculum & Instruction ✓ Facilities Community & Family The Whole Child ✓ PD & Building Capacity
Provide for all students and staff cultural competency training which incorporates awareness and understanding Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family ✓ The Whole Child ✓ PD & Building Capacity

Community

Franklin County Public Schools values every family and resident as essential and integral members of the school community.

INDICATOR	COMPONENT
Create effective community partnerships, including PTOs, to inform the community and to empower their active participation in education Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family The Whole Child PD & Building Capacity
Expand training opportunities that help parents to be successful partners in their child's education Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family The Whole Child PD & Building Capacity
Facilitate student access to health, mental health and dental service through social workers and/or family liaisons Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family ✓ The Whole Child PD & Building Capacity
Use a variety of media and communication tools to provide updates and access to school and district level information Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family The Whole Child PD & Building Capacity
Enhance social media network opportunities that encourage community members to interact with schools and division Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family The Whole Child PD & Building Capacity
Develop a culture at all levels and in all departments of FCPS which promotes positive customer service Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family The Whole Child PD & Building Capacity

INDICATOR	COMPONENT
Enroll in Star Quality Rating system at the Pre-K level as part of our partnership with Smart Beginnings - Roanoke Valley Curriculum	<ul style="list-style-type: none"> ✓ Curriculum & Instruction Facilities ✓ Community & Family ✓ The Whole Child ✓ PD & Building Capacity
Collaboration with local churches and agencies to support, promote and respond to issues involving the health and well-being of students Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family ✓ The Whole Child PD & Building Capacity
Continue ongoing communication between governmental bodies and the School Board regarding the budgeting process and educational needs Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family The Whole Child PD & Building Capacity
Utilize, communicate, and share the best practices for energy efficiency and environmental sustainability Facilities	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Facilities ✓ Community & Family The Whole Child PD & Building Capacity
Develop an ongoing venue for community access through which the Superintendent can provide information and promote public trust Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family The Whole Child PD & Building Capacity
Provide in division departments and on school websites a "one-stop shop" for all information needed by parents, students and the community Community	<ul style="list-style-type: none"> Curriculum & Instruction Facilities ✓ Community & Family The Whole Child PD & Building Capacity

Curriculum and Instruction

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
					<p>curriculum begins 2017-2018.</p> <p>The remainder of 2016-2017 will be focused on Stage 3 lesson designed and balanced assessments</p> <p>Summer of 2017 Stage 2 and Stage 3 work will begin in other core areas</p>
Increase the effectiveness of the Response-to-Intervention Process and establish consistency of its usage across all Franklin County Public Schools	By 2020 90% of all students will meet or exceed state standards as measured by VA SOL assessments and the percentage of passed advanced scores in English, Mathematics, Science and Social Studies will increase 5% annually	<p>Revise Academic Rti Checklist for Elementary and Secondary Schools</p> <p>Using PBIS framework develop a response plan for behaviors</p>	<p>Assistant Superintendent</p> <p>Director of Curriculum & Instruction</p> <p>Coordinator of Student Services</p>	Will be applying for Grant Funding - through TTAC	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: Franklin County High School and BFMS begin design phase of PBIS. Both are involved with a cohort of schools that is being supported by VDOE and TTAC</p>
Utilize Instructional Technology to provide learners with what they need to be competitive in the global environment	Beginning 2014-2015 school year Instructional Technology Resource Teachers (ITRT) will establish a baseline of the number of hours they spend their time in a collaborative teaching format as a means of modeling instructional strategies which involve the use of technology tools. The goal will be for a 5% increase on that	<p>Provide ongoing and required staff development for all instructional personnel which trains teachers to incorporate instructional technology and the teaching of technology into their daily planning.</p> <p>Incorporate a coaching model for embedded staff development.</p>	Director of Technology	<p>2014 – 2016</p> <p>No new funding is required. The implementation will utilize Technology Staff Development funds and Curriculum Staff Development funds.</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: The Director received ongoing references from the Elementary ITRT regarding Team Teaching and Modeling strategies throughout the 2014-2015 year. The 5% increase was met for</p>

Curriculum and Instruction

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
	baseline annually.	Provide teachers with the technology tools necessary to give students real world experiences in using technology in the work place.			this goal at the elementary level. The middle school was interrupted due to the departure of the BFMS ITRT in January of 2015. Due to death of employee, no reports have come from the secondary level.
Provide community-based learning experiences for high school students, such as job shadowing, apprenticeship, and service learning	Currently one day job shadowing activities are offered to junior and seniors through Junior Achievement. Seventy Five (75) VPS students were enrolled in semester long experiences 1st semester. By 2016 the current VPS program will place 75% of their students in off-campus placements. By 2020 all CTE programs that offer a Level III course for Seniors will offer the students an opportunity for an internship, apprenticeship, clinical, or job shadowing experience	<p>Work with VPS coordinators to identify and secure appropriate off-campus work locations.</p> <p>Work with CTE Director to identify and secure appropriate job placement opportunities for Trade and Industry students as well as additional CTE students.</p>	<p>Director of Curriculum & Instruction</p> <p>Director of CTE</p>	Limited Budget Impact	<p>Abandon In Progress Completed On Hold X</p> <p>Comments:</p>
Increase participation and successful completion of AP, dual enrollment, advanced math and sciences classes, and Governor's School	Currently enrollments in advanced programs include, AP = 231, Adv Math = 698 (Alg 2 and above) (Not including AP), Adv Science = 648 (Chemistry and above) (Not including AP), Dual Enrollment = 301 (Core subjects only no CTE	<p>Increase advanced class offerings at Benjamin Franklin Middle School to prepare students for rigors high school STEM fields.</p> <p>Increase pre-AP class availability at FCHS to provide students a</p>	Director of Curriculum & Instruction	<p>\$4650 per governors school slot added x 9= \$41,850 total cost in 2020 assuming 5% addition per year.</p> <p>Costs associated with research institute pilot will include curriculum development, faculty salaries, classroom</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: Tuition cost for the 2016-2017 school year will increase to \$4935.00 per student.</p>

Curriculum and Instruction

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
	included), Gov School = 29. Enrollments in these programs will increase by 5% per year through 2020. By 2016 a pilot research summer institute will be offered to students enrolled in AP and dual enrollment courses.	<p>rigorous preparatory program for advanced classes.</p> <p>Support instructors with appropriate professional development. Target areas will include differentiated instruction, advanced content knowledge, research skills.</p>		materials. Approximate year 1 cost \$30,000. Program cost would increase yearly as enrollment expands	<p>Adv Math=674 Gov School=29 AP=182 Adv Science=491 Dual Enrollment=336</p>
Increase effective writing instruction for 5th grade students.	By the end of the 2016-2017 school year a rigorous and consistent writing curriculum will occur for all 5th grade students.	<p>A committee of 5th and 6th grade teachers will establish the curriculum and pacing for the writing curriculum.</p> <p>5th grade teachers will meet periodically throughout the year to score and reflect student writing.</p>	Director of Curriculum & Instruction	Summer Work \$2,500-\$3,000	<p>Abandon In Progress X Completed On Hold</p>
<p>Increase participation of minority students at FCHS in enrolling and successfully completing AP courses and dual enrollment courses.</p> <p>Increase the participation of minority students at FCHS in clubs, activities and sports.</p>	By the end of the 2016-2017 school year a 10% increase in enrollment will occur from the previous school year in addition to involvement in clubs, activities and/or sports.	<p>Minority students will be assigned an advocate who will provide ongoing academic support and resources.</p> <p>Workshops will occur for minority students to encourage, motivate and empower them as students to reach their highest potential.</p>	<p>Director of Instruction</p> <p>Principal and staff at FCHS</p>	Potential state and federal grant funding.	<p>Abandon In Progress X Completed On Hold</p> <p>Comments:</p>

Curriculum and Instruction

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
		<p>Plan appropriate PD for teachers and staff to address the academic, social and emotional needs of minority students.</p> <p>Provide outside opportunities for minority students to become involved in and increase cultural awareness.</p>			
<p>Enhance Special Education and Alternative Education opportunities to ensure the appropriate environment for maximum student learning</p>	<p>In the 2014-2015 Administrators will establish the percentage of practices used effectively in inclusive classrooms as defined by the TTAC “look-for” indicators. By 2020, all faculty and staff in inclusive classrooms will implement at least 75% of the “look-for” indicators effectively.</p> <p>Currently the Choices program offers 10-12 students the opportunity to recover credits and complete graduation requirements. By 2016 the program will be expanded to offer 20-22 students appropriate opportunities and will expand the involvement of community resources to include job training and</p>	<p>Provide PD for all teachers (general and special education), administrators and paraprofessionals in the area of effective, evidence-based and data-driven Co-Teaching instruction. Identify BFMS as the model Co- Teaching site for VDOE that will share their strategies and techniques division- wide.</p> <p>Obtain and utilize T/TAC to provide PD, with, follow-up, on the evidence-based (EBP) resources to (1) develop and implement the appropriate Co-Teaching instruction for SWD’s (2) Assist principals with building time in their Master Schedules for collaborative planning.</p>	<p>Director of Curriculum & Instruction (Alternative Ed)</p> <p>Director and Assistant Director of PPS (Special Education)</p>	<p>2014- 2016 - No new funding - Staff Development and Teacher Training</p> <p>Hire BCBA \$70,000</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: BFMS continues to be a model school for TTAC.</p> <p>Callaway Elementary has been selected for the co-teaching grant beginning summer 2016. Staff will receive training and serve as a model school site for elementary.</p> <p>BCBA was not funded for 2016-2017.</p> <p>Choices Total number of students enrolled in 2015-2016 = 23. 8 graduates total # of credits recovered 54</p>

Curriculum and Instruction

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
	<p>apprenticeships. By 2020 the choices and credit recovery program will offer all students with specific social, academic and emotional needs the tools to achieve high school graduation. Program success will be measured using federal graduation rate as an indicator. Currently the rate is 82% and will improve by 2% per year through 2020.</p>	<p>Evaluate day placement services.</p> <p>Develop a systematic and consistent method to monitor Co- Teaching practices.</p> <p>Choices expansion will require additional staff training and materials.</p> <p>Staff will work to identify appropriate job and community resources for student experiences. Program can coordinate with CTE director efforts in working with community job resources.</p>			<p>(this number is for students enrolled in 2015-2016. Although credits may have been earned in prior year) total # of credits earning in Choices for 2015-2016 only 102.</p>
<p>Increase Pre-K and Early Childhood Special Education Inclusive opportunities</p>	<p>By 2020, 90% of 4 year old PreK students with an IEP will participate in an inclusive PreK setting. Inclusive participants will be assigned to the nearest PreK "hub" [RM, LW, FE, or BM] that is closest to the child's actual residence as measured by Power School Demographic Data. Placement will be determined by the IEP</p>	<p>Provide Co-Teaching Professional Development for ECSE teachers and PreK teachers and paraprofessionals at "hub" centers</p> <p>PreK and ECSE Leadership teams will visit Augusta Co. Public Schools</p>	<p>Director and Assistant Director of PPS</p> <p>Coordinator of Federal Programs</p>	<p>2014- 2016 Year 1: Pre K Collaborative (4) "hub centers" for inclusive PreK at BM, FE, LW, RM Year 1: 2 Additional PreK or dually endorsed teachers, plus 2 ECSE teachers or needed to cover second classroom at BM and FE. Mobile unit needed at FE for additional space at the cost of \$120K (turnkey</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: June 2016 - 6 Hubs in place at BC, FE, HE, LW, SC, SO. Two gen ed teachers working on ECSE endorsements at GH.</p>

Curriculum and Instruction

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
	Team	<p>Spring 2015, build transition plans for children with IEPs based on criteria and incorporate parent involvement.</p> <p>Identify children who will be served at one of the 4 collaborative classroom “hubs” and those who need self- contained (central located elementary school) or autism classroom in order to instruct students in most appropriate learning environment.</p> <p>Collaborative models to consider: 1. Transitional needs 2. Co-Teaching Model 3. Consultative Model</p>		<p>ready) FCPS will apply for grant which will cover 4 additional dually endorsed PreK/ECSE teachers Funds for Professional Development \$6000 VPI/Title I</p> <p>Year 2: Possible “hub” expansion to WG and SO</p>	<p>2016-17 - While BM will become a new hub, SO has lost hub status with transfer of dually endorsed teacher moving from SO>BM. A gen ed PK teacher has been hired at SO for 2016-17. Schools remaining that need a dually-endorsed teacher are: CA, DU, GH, RM, SO, and WG. Three gen ed teachers pursuing dual-endorsement [2 at GH; 1 at SO].</p>
Develop an action plan to allow for effective coverage of music and arts standards at the elementary and middle school levels	<p>Currently 2 music and 2 art teachers serve 3 elementary location which prevents the appropriate amount of time to introduce and instruct all the VA SOLs, Current State: Elementary: 48% of the SOLs K-5 are covered consistently.</p> <p>Middle School: 45% of the SOLs 6th grade are covered consistently. 55% of the SOLs 7th grade are covered consistently.</p>	<p>Add two positions so that each teacher serves 2 locations - one large and one smaller school. Schedule will be based on total number of homerooms served.</p> <p>As middle school investigates a move toward a deeper level of teaming, one additional art or elective teacher may be needed.</p> <p>A Professional Learning</p>	Assistant Superintendent	<p>2015-2016 1 music and 1 art teacher 100,000</p> <p>2016-2017 possible 1 art/elective teacher for middle school \$50,000</p>	<p>Abandon In Progress Completed On Hold X</p> <p>Comments: No funding available - will request in 2017-2018 budget</p>

Curriculum and Instruction

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
	<p>32% of SOLs 8th grade are covered consistently.</p> <p>2020 elementary and middle school fine arts pacing guides will reflect equitable and time-appropriate schedules.</p>	<p>Community of Fine Arts Teachers and Community Professionals be developed Fall 2014 - they will identify needs and spearhead collaboration with local artist</p>			
<p>Successful implementation of courses using blended and/or virtual learning for students in grades 6-12</p>	<p>Currently Franklin County Public Schools offers summer virtual opportunities in Economics and Personal Finance as well as Health and Physical Education. By 2016 each core content area will offer a minimum of one (1) virtual class. By 2020 Franklin County Public Schools will offer students the option of a virtual school experience. The structure and offerings will be developed from 2016-2020.</p>	<p>Develop a cohort of trained virtual class instructors.</p> <p>Provide Professional development to teachers developing content area virtual courses.</p> <p>Pilot new course offerings in summer 2015 and summer 2016 sessions.</p> <p>Expand list of available content and offer students the opportunity to complete classes in the virtual context to the point a student could complete a semester of study during the junior or senior year in the virtual environment.</p>	<p>Director of Curriculum & Instruction</p> <p>Director of Technology</p>	<p>Training and professional Development for online instructors based on the VCU cohort model approximately \$3200 per teacher with a goal of training an 8 member cohort. \$25,600.</p> <p>Online content development approximately \$5000 per course.</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: 2016- Two teachers at FCHS have completed the required courses through VCU for virtual instruction.</p>
<p>Increase and modernize the science classrooms at the middle school level to allow for successful articulation with high school courses</p>	<p>By 2015 plans will be completed to add 2 full lab spaces at BFMS.</p> <p>By 2020 the labs will be in place allowing students to prepare for future offerings in STEM studies</p>	<p>Currently science is taught in individual classrooms at the 6th and 7th grade level at Benjamin Franklin Middle School and in combination lecture/lab rooms at the Gereau Center in 8th</p>	<p>Director of Curriculum and Instruction</p> <p>Director of Facilities & Operations</p>	<p>Space is available for lab expansion in the current BFMS courtyard. An estimate to enclose the court yard was completed last year. (\$800,000) The addition of appropriate lab</p>	<p>Abandon In Progress Completed On Hold X</p> <p>Comments: Ongoing discussions are still occurring with this</p>

Curriculum and Instruction

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
	at FCHS and STEM careers following graduation.	<p>grade</p> <p>This space will allow all teachers to access necessary lab facilities and equipment to meet Virginia SOL requirements as well as address the Next Generation Science Standards (NGSS) and Local STEM initiatives.</p>		<p>equipment and supplies would total approximately \$200,000.</p> <p>An alternative solution would be a classroom wing addition at the end of West Hall to include new science/lab rooms. Current lab spaces would be re-purposed to general classroom space. At current time no estimate has been completed for this space.</p>	<p>future initiative. Two additional teachers have been hired for the 2016-2017 school year to assist in reducing class sizes at BFMS.</p>
Ensure appropriate space for therapeutic services at all school sites	<p>Currently, we have four regional classrooms that incorporate Occupational and Physical Therapy Services</p> <p>By Fall 2017, 100% FCPS schools will designate a location for therapeutic services including an area to meet the therapeutic needs of students in each school, as measured by school blueprints.</p>	<p>Ideally, research indicates that therapy services (Speech, OT, PT) should be provided within the classroom setting. This benefits all students. There will also be students who would benefit from a 1:1 therapy session.</p> <p>Establish sensory rooms to meet the needs of specific students who will be monitored by certified and trained staff such as Occupational and Physical therapists to ensure student safety.</p> <p>DPPS will determine priority of need in the building.</p> <p>Principals will be surveyed to create of list of</p>	<p>Director and Assistant Director of PPS</p> <p>Director of Facilities & Operations</p>	<p>Summer 2015</p> <p>Approximately \$5000 per school pending needs Phase in schools of higher needs first.</p> <p>Staff for licensed therapists and two paraprofessionals for each classroom</p>	<p>Abandon X In Progress Completed On Hold</p> <p>Comments: Due to financial constraints</p>

Curriculum and Instruction

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
		<p>therapeutic needs for their buildings.</p> <p>Add as an agenda action item for the Administrators Meeting in the Spring of 2015. September 4th - Administrators notify them to begin to consider changes to incorporate therapeutic room.</p>			
Increase number of offerings in the Career and Technical Departments to meet current and future demands in the workplace	Current projections by the Weldon Cooper school at UVA indicate a 30%+ growth in health and manufacturing related fields by 2020. Currently the CTE division logs 200% to 300% greater requests for class placements than can be accommodated in these fields and other CTE classes. By 2016 faculty positions in the healthcare and manufacturing fields will be added to meet class requests. By 2020 a new CTE facility will be in place to prepare students to meet the projected job demands. Data will be tracked to assess progress in meeting student course requests.	Work with guidance, administration and HR to align current certification, class offerings and course requests to meet student need. Identify needed positions and hire new faculty.	<p>Director of Curriculum & Instruction</p> <p>Director of CTE</p>	<p>Four (4) faculty positions \$200,000.</p> <p>New CTE facility \$60,000,000.</p>	<p>Abandon In Progress Completed On Hold X</p> <p>Comments: Unable to fund at this time</p>

FRANKLIN COUNTY PUBLIC SCHOOLS

SIX YEAR PLAN

November 2016 Update

Two objectives were completed:

1. Utilize, communicate and share best practices for energy efficiency.
2. Develop and train Threat Assessment Teams.

Facilities					
Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
<p>Continue to develop plans to alleviate the crowded conditions at both the high school and middle school, and address AC issues district wide</p>	<p>By 2020 a Career and Technical Education (CTE) Center will be built that will accommodate the needs of our community and students.</p> <p>By 2020, all FCPS spaces that accommodate students will be air-conditioned. This includes all Elementary Classrooms, all gymnasiums, and all cafeterias. In addition, the BFMS-E air-conditioning units will be replaced.</p>	<p>2014-2015 Work with the School Board and Board of Supervisors to secure land adjacent to Franklin County High School and funding in order to build an appropriate CTE facility within the current campus.</p> <p>2014-2015 Complete a Feasibility Study that will assist in determining the scope, architectural design and cost of the CTE Building Project. Work with local industries and employers to determine the current employment need.</p> <p>Summer 2015 Complete the architectural plans and secure the needed funding.</p> <p>Summer 2015 Break ground on building the facility.</p>	<p>Superintendent</p> <p>Director of Facilities & Operations</p>	<p>2014-2015 Funding will be secured for land purchase</p> <p>2015-2016 School Board and BOS will secure necessary funding through debt service or bond to complete the project.</p> <p>2014-2015 The Capital Improvement Plan identifies \$809,266 for completing the AC in the cafeterias. The estimated cost for BFMS-E is \$676,000.</p> <p>2015-2016 Gymnasiums and other facilities not air-conditioned will be added to the Capital Improvement List and funding secured</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: 2016 BOS purchases land</p> <p>Superintendent holds three meetings with stakeholders including two School Board and two Board of Supervisor members, local business leaders and Presidents and Deans of Virginia Western Community College and Patrick Henry Community College</p> <p>Architectural firm presents status toward feasibility study.</p> <p>Superintendent discusses project with Smith Mountain Lake</p>

Facilities

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
		Summer 2018 Students utilize facility			Lions and Rocky Mount Rotary Clubs.
Coordinate and collaborate with appropriate officials to ensure crisis readiness	During each school year 2014-2020, each school's crisis management plans will be evaluated and certified by Superintendent.	School Safety Audits will be performed at each school, drills will be conducted and monitored for effectiveness and FCPS will continue to coordinate and partner will local law enforcement and Public Safety.	Director of Facilities & Operations	None	Abandon In Progress X Completed On Hold Comments:
Develop formal procedures and train staff to use school and district level Threat Assessment Teams	By 2020 the threat assessment team will become an active team that will develop and recommend policies and procedures for school usage By 2020 staff will be identified and trained in regards to the usage of the treat assessment procedures.	2014-2015 A committee included the professional that attend state level training will examine the procedures currently in place and adjusting to fit into the elementary school setting Summer 2015 Professional Development - building level teams	Assistant Superintendent Coordinator of Student Services	None	Abandon In Progress Completed X On Hold Comments: The threat assessment team at the high school and middle school have been fully trained and have developed procedures for school usage. The middle school has received training and are in the process of developing procedures. The elementary school will use a division level team for threat assessment - which is comprised of members from the secondary level plus the elementary SAS, school guidance and principal. Additional District wide training November 16,

Facilities

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
					2016.
Utilize, communicate, and share the best practices for energy efficiency and environmental sustainability	During the 2014- 2015 school year, FCPS will enter is 2nd contractual year with Hoffman Building Technologies (HBT) as its Energy Partners. Data will be monitored throughout the year to determine the effectiveness of the Energy Plan.	During the 2014- 2015 school year, HBT, FCPS's Energy Partner, will meet with all faculty at each school to provide explanation and support for the Energy Plan. School level training may be conducted by HBT and discussions with staff will be ongoing. Data will be monitored throughout the year to determine the effectiveness of the Energy Plan.	Director of Facilities & Operations	The cost associated with FCPS's contract with HBT will be \$230,000. This will be the second year of a two year contract. There are potential savings identified in the Energy Plan	Abandon In Progress Completed X On Hold Comments: Energy management program proven successful. Dropped contract with HBT and hired staff to monitor.

FRANKLIN COUNTY PUBLIC SCHOOLS

SIX YEAR PLAN

November 2016 Update

One objective was added:

1. To increase level of social and emotional school support for children with challenging behaviors in grades K-5.

Three objectives were completed:

1. Develop positive behavior framework with each learning environment.
2. Develop a culture at all levels and in all departments of FCPS which promote positive customer service.
3. Enhance social media network opportunities that encourage community members to interact with schools and division.

Community and Family					
Indicator	SMART Goal	Strategies (For Years 1 & 2)	Department Resopnsible	Budget Implications	Yearly Updates
<p>Enhance Special Education and Alternative Education opportunities to ensure the appropriate environment for maximum student learning</p> <p>See Curriculum and Instruction page 14</p>					<p>Abandon In Progress X Completed On Hold</p> <p>Comments:</p>
<p>Provide community-based learning experiences for high school students, such as job shadowing, apprenticeship, and service learning</p> <p>See Curriculum and Instruction page 12</p>					<p>Abandon In Progress Completed On Hold X</p> <p>Comments:</p>
<p>Develop a positive behavior framework within each learning environment to help students build positive relationships, show respect and</p>	<p>Develop a positive behavior framework within each learning environment to help students build positive relationships,</p>	<p>As of 2020 all schools will implement and document results in annual SIP. Schools will implement PBIS whereby:</p> <ul style="list-style-type: none"> • Data are used to 	<p>Using the current RTi framework - collaborate with TTAC and VDOE</p> <p>Years 1 & 2: Apply for</p>	<p>Assistant Superintendent</p>	<p>Abandon In Progress Completed X On Hold</p> <p>Comments:</p>

Community and Family

Indicator	SMART Goal	Strategies (For Years 1 & 2)	Department Resopnsible	Budget Implications	Yearly Updates
responsibility, and take ownership of their learning	show respect and responsibility, and take ownership of their learning	describe, choose, and evaluate goals/outcomes. <ul style="list-style-type: none"> • Characteristics and contingencies of the local culture and community are considered. • Interventions are based on clearly established behavioral sciences that can be applied to address problem behavior in schools. 	State Grant - BFMS targeted Implement School-wide universal program at each elementary school		FCHS, BFMS & BM in State Cohorts. School-wide discipline protocols in all schools.
Ensure appropriate space for therapeutic services at all school sites See Curriculum and Instruction page 18					Abandon X In Progress Completed On Hold Comments:
Improve transition planning through increasing student engagement and adding to the Youth Personal Academic and Career Plan (ACP) See Whole Child page 33					Abandon In Progress X Completed On Hold Comments: Address in VDOE corrective actions
Provide for all students and staff cultural competency training which incorporates awareness and understanding	In 2015-2016 FCPS will train a team of Teacher Leaders to be facilitators of a "Cultural Competency" course. In 2015-2016 Facilitators will offer a video driven "Cultural Competency" course	Fairfax has a course designed. We have made request to use. Year 3 - Using Train the Trainer Model each school will hold class for staff. Year 4 - Part of New	Assistant Superintendent Director of Human Resources	Cost of program, materials and facilitator training and travel awaiting prices - estimated \$3,000	Abandon In Progress X Completed On Hold Comments: Pilot class with administrator Spring 2016. Class offered at Teaching & Learning Summit May 2016

Community and Family

Indicator	SMART Goal	Strategies (For Years 1 & 2)	Department Resopnsible	Budget Implications	Yearly Updates
	Cultural Competency will be included in universal program for PBIS as evidenced in curriculum.	Teacher Orientation.			
Create effective community partnerships, including PTO's, to inform the community and to empower their active participation in education	<p>By 2020 All schools including the middle and high school will have active parent organizations that hold regular meetings and create projects and activities that promote learning and community involvement. Currently, most of our PTOs are not inclusive of the larger parent group. Most activities are coordinated and managed by a small group of parents who are typically officers.</p> <p>By 2015 FCPS will partner with Carilion Clinic, the United Way, and other agencies to promote combined activities that support education.</p>	<p>The Superintendent will hold quarterly meetings with PTO Presidents to provide leadership and encourage sharing of ideas.</p> <p>PTOs will be encouraged to build memberships that include the professional staff and conduct activities that support the school's mission. Active membership should increase by 10% a year.</p>	Superintendent		<p>Abandon In Progress X Completed On Hold</p> <p>Comments: Superintendent holds PTO President meetings monthly. PTO's have training on managing finances by the Director of Finance. Principals and PTO presenters report more active PTO.</p>
Increase level of social and emotional school supports for children in K-5 with challenging behaviors	By 2020, each Title I elementary school will have its own Family Support Liaison to better serve students with challenging behaviors at Tier 2.	We will use the framework from Howard Alderman and Linda Taylor, "Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System" .	Coordinator of Federal Programs	\$1500 for training Family Support Liaisons	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: In January 2016, 5 Family Support Liaisons were hired to serve among our eight Title I schools. In 2016-17, two additional</p>

Community and Family

Indicator	SMART Goal	Strategies (For Years 1 & 2)	Department Resopnsible	Budget Implications	Yearly Updates
					liaisons will be added leaving CA and SC to share one position. In addition, a part-time Family Support Specialist was hired to provide technical assistance to the Family Support Liaisons.
Expand training opportunities that help parents to be successful partners in their child's education	By 2020, 6 teams (2 people to a team) in collaboration with Head Start will be trained in the AI's Pals parent program "Here, Now, and Down the Road". Each team will be assigned a school to facilitate PreK and K parent lessons.	<p>Participating schools will be chosen using Title I rankings to determine need.</p> <p>Facilitators can include teachers, guidance, counselors, and instructional coaches.</p>	Coordinator of Federal Programs	<p>2015-2016 - Serve a total of 4 schools</p> <p>2016-2017 - Serve a total of 6 schools</p> <p>\$2000 training/travel costs each year</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: While in 2015-16 this was not implemented, in 2016-17 we will have new Family Learning Specialist oversee its implementation targeting Tier II students in PreK and K. Parents will be invited to attend during the day sessions at a central location.</p>
<p>Facilitate student access to health, mental health, and dental services through social workers, nurses and/or family liaisons</p> <p>See Whole Child page 35</p>					<p>Abandon In Progress Completed X On Hold</p> <p>Comments:</p>
Use a variety of media and communication tools to provide updates and access to school and district level information	By 2016 FCPS and all schools will revamp the websites to provide an easy to use format for disseminating information. The current website does not have a uniform look for all	2014 - Technology Department and SBO staff will conduct a comprehensive review of the site and make suggestions for improvement.	<p>Superintendent</p> <p>Director of Technology</p>	2014-2020 - A budget of \$15,000 per year for website development.	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: In 2016, nearly all schools</p>

Community and Family

Indicator	SMART Goal	Strategies (For Years 1 & 2)	Department Resopnsible	Budget Implications	Yearly Updates
	pages and has some outdated information and dead links. The new website will contain a storage site for up-to-date forms, contact information for all staff and a calendar of events.	2015 - An updated website will be developed by either internal staff or a hired firm.			have a social media presence. Superintendent has initiated Podcasts that inform the Public about school events and programs.
Enhance social media network opportunities that encourage community members to interact with schools and division	By 2016 FCPS and all schools will effectively utilize Social Media to provide a forum for disseminating information and allowing our community to interact with the schools and division. Currently most schools have pages; however, many are not very active.	Establish PR Committees at each school that continually update the page with school activities and photos. Encourage the community to subscribe to the FCPS Social Media page as well as the individual school pages.	Superintendent Director of Technology		Abandon In Progress X Completed On Hold Comments: In 2016, nearly all schools utilize social media to inform the Public about school happenings. The Superintendent has initiated Podcasts that feature school personnel and students.
Develop a culture at all levels and in all departments of FCPS which promotes positive customer service	2014-2015 - Establish a positive Customer Service Campaign for FCPS. We want every interaction with FCPS to be a positive one. We will encourage each school and department to handle every interaction with our internal and external customers with the utmost professionalism. When problems arise or someone is unhappy with their experience a protocol will be used to help resolve the issue.	2014-2015 Provide each department and administrator with some simple ideas to promote a positive customer service experience. Staff should see that every issue presented is seen to a positive end or handed off to someone who can assist. 2016 - Provide a survey instrument to each school and department.	Superintendent		Abandon In Progress Completed X On Hold Comments: A survey (+/□) was conducted allowing staff to comment on all aspects. Results were shared with administrators and changes implemented. For example, FCHS has implemented a Positive School Climate Culture Campaign. Other schools are using faculty teams to solve identified issues.

Community and Family

Indicator	SMART Goal	Strategies (For Years 1 & 2)	Department Resopnsible	Budget Implications	Yearly Updates
	Yearly the SBO will survey an appropriate sampling of school and department internal and external customers annually to determine the effectiveness of their customer service				
Enroll in Star Quality Rating System at the Pre-K level as part of our partnership with Smart Beginnings-Roanoke Valley Se Whole Child page 35					Abandon In Progress Completed X On Hold Comments:
Collaborate with local churches and agencies to support, promote and respond to issues involving the health and well-being of students See Whole Child page 35					Abandon In Progress X Completed On Hold Comments:
Continue ongoing communication between governmental bodies and School Board regarding the budgeting process and educational needs	The Superintendent and County Administrator will meet regularly to discuss issues of concern and to discuss ways to build better communication and trust. The SB and BOS Budget Committees will meet at a quarterly minimum and monthly during the budget season to discuss needs and issues.	The Superintendent and County Administrator currently meet as needs arise. The Budget Committee worked well during the 2013-14 School Year. It is hoped that the good work completed by the committee in the past can be expanded on to promote an even better understanding of needs and limitations.	Superintendent Budget Committee		Abandon In Progress X Completed On Hold Comments: In 2016, it was noted by the Board of Supervisors that the budget process was less contentious; however, the School Board and Board of Supervisors subcommittee did not meet as they did in years past.

Community and Family

Indicator	SMART Goal	Strategies (For Years 1 & 2)	Department Resopnsible	Budget Implications	Yearly Updates
<p>Utilize, communicate, and share the best practices for energy efficiency and environmental sustainability</p> <p>See Facilities page 22</p>					<p>Abandon In Progress Completed X On Hold</p> <p>Comments:</p>
<p>Develop an ongoing venue for community access through which the Superintendent can provide information and promote public trust</p>	<p>The Superintendent will continue to seek ways to interact with the community. The Superintendent will hold community forums at schools for staff and the community.</p>	<p>2014-2020 The Superintendent will hold community forums and participate in activities that promote goodwill and the open exchange of information. Such forums will include:</p> <ul style="list-style-type: none"> - PTO meetings - Faculty Meetings - Serving on Community Boards - Open door policy to meet with individual citizens and groups. 	<p>Superintendent</p>		<p>Abandon In Progress Completed On Hold</p> <p>Comments: The Superintendent held a community forum to seek characteristics of the new FCHS Principal. The Superintendent met with each school faculty including Adult Education to address concerns and provide information. The Superintendent met monthly with PTO Presidents.</p>
<p>Provide in division departments and on school websites a “one-stop shop” for all information needed by parents, students and the community</p>	<p>By 2016 the Franklin County School Division will be able to conduct 95% of the division’s internal and external business and provide access to 95% of the division’s internal and external information through digital or web-based practices</p>	<p>All departments will seek to ensure that replacement information systems and newly purchased information systems have the ability to be deployed through digital or web-based mechanisms</p>	<p>Director of Technology</p>	<p>\$200,000</p> <p>This budget will enable the district to purchase new information systems and to replace or enhance existing systems in order to ensure functionality in the 21st century environment.</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: An RFP was submitted in the Summer of 2015 for the development of a website that will enable stakeholders to conduct a significant portion of their school business on the web.</p>

FRANKLIN COUNTY PUBLIC SCHOOLS

SIX YEAR PLAN

November 2016 Update

Two objectives were completed:

1. Enroll in Star Quality Rating System at the Pre-K level as part of our partnership with Smart Beginnings-Roanoke.
2. Facilitate student access to health, mental health and dental services through social workers, nurses and family liaisons.

The Whole Child					
Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
<p>Enhance Franklin County Public School's knowledge base and understanding of how to work effectively with our students identified with Autism Spectrum Disorder</p>	<p>According to the Autism survey conducted Spring 2014, additional training and development is needed to support staff to work effectively with our students identified with ASD. By Fall of 2016, 100% teachers (general and special education), administrators, coaches and paraprofessionals will have a knowledge base and understanding of working effectively with our students identified with Autism Spectrum Disorder as measured by Year 1 VCU/ACE goal.</p> <p>FCPS will identify and train building level leaders to provide on-going assistance and support of staff to facilitate the implementation of evidence-based practices with fidelity by May, 2017</p>	<p>Establish Autism Services Improvement Team (ASIT CORE Team) to develop mission and goals for serving students with ASD.</p> <p>Through our VCU-ACE Grant, we will establish and train a division- wide leadership team that will provide staff development as well as consult with teachers and paraprofessionals in their assigned buildings.</p> <p>Select FCPS staff will be trained on the Train-the Trainer Model to provide on- going Autism training to newly hired paraprofessionals to meet the requirements of House Bill 325.</p> <p>BFMS and PPS will purchase the Peers Social Skills program to be</p>	<p>Director and Assistant Director of PPS</p>	<p>Approximately \$7000 per year for training materials and essential expenses. Funding through VCU-ACE grant</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: Completed year 2 of partnership</p>

The Whole Child

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
	<p>as measured by APERS and the administrative tool</p> <p>FCPS will identify and implement with fidelity an evidence-based and age appropriate division-wide social skills program throughout the school year by May, 2017 as measured by social skill and communication-based assessments</p> <p>Coaching- By May 2017, Building Administrators and identified division/ school specialists will be identified and trained to be able to recognize and assess evidence based practices within their school through the statewide administrator checklist and provide tiered support via a structured coaching process. Teacher goals for classroom instruction will be identified and measured by the APERS.</p>	<p>utilized as BFMS will develop a model social skills program for FCPS. ASIT will develop and implement a training model to educate parents and the community about ASD and other disabilities and services provided to students.</p> <p>Provide training for parents of children in the ECSE program as early as age 2.</p> <p>Provide parent training when working with the student with ASD in the area of social skills</p> <p>Provide training for parents of children in the ECSE program as early as age 2.</p> <p>To improve consistency during transitions (e.g., Between grades/teachers, schools, post- secondary, From Preschool to K) FCPS will develop a data driven transition plan to address the unique characteristics of ASD. This will include but not be limited to, student transition portfolio, teacher transition documents, and parent</p>			

The Whole Child

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
		involvement.			
<p>Enhance Special Education and Alternative Education opportunities to ensure the appropriate environment for maximum student learning</p> <p>See Curriculum and Instruction page 14</p>					<p>Abandon In Progress X Completed On Hold</p> <p>Comments:</p>
<p>Develop a positive behavior framework within each learning environment to help students build positive relationships, show respect and responsibility, and take ownership of their learning</p> <p>See Community and Family page 23</p>					<p>Abandon In Progress Completed X On Hold</p> <p>Comments:</p>
<p>Promote “Healthy Franklin County” Initiative, whereby schools instruct and reinforce healthy lifestyle and fitness</p>	<p>By 2020 all FCPS schools will have programs that support a healthy lifestyle. We currently have no students who have signed the Healthy Franklin County Pledge with their families directing a healthier lifestyle. By Spring 2016 at least 20% of our students will have signed the pledge. By 2020 Elementary Schools will all have a full time Physical Education teacher. Currently four</p>	<p>2014-2015 The Healthy Franklin County Initiative Project Committee will be represented by the Superintendent and Supervisor for Food Service and Nutrition.</p> <p>2014-2015 Teachers will be encouraged to provide lessons on healthy lifestyles. 2014 - All FCPS staff will be encouraged to focus on healthy habits. A reduced membership to the YMCA will be offered</p>	<p>Superintendent</p>	<p>2014-2016 - (Healthy FC Initiative) No new funding - Staff Development and Teacher Training</p> <p>2015-2020 - Two new PE positions with salary and benefits. \$100,000</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: The Food Service Director heads the Healthy Franklin County Committee. FCPS works with the community gardens to assist families in having access to fresh vegetables. Two PE teachers were funded.</p>

The Whole Child

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
	elementary schools share two elementary PE teachers.	<p>and the staff will be encouraged to take part in school sponsored exercise initiatives.</p> <p>2014-2015 The cafeterias will provide healthy food that is also appealing to students. Educational programs will be key to the success.</p>			
<p>Ensure appropriate space for therapeutic services at all school sites</p> <p>See Curriculum and Instruction page 18</p>					<p>Abandon X In Progress Completed On Hold</p> <p>Comments:</p>
<p>Improve transition planning through increasing student engagement and adding to the Youth Personal Academic and Career Plan (ACP)</p>	<p>By 2020, FCPS will update the current transition plans for SWD's as measured by the goals in the VDOE transition grant for Middle and High School.</p>	<p>Currently implementing resources to enhance transition from the Middle to High School via the awarded VDOE Transition grant.</p> <p>Fall 2014: With the support of VCU- ACE, develop sub committees to examine transition needs of ESCE students to Kindergarten. 5th graders moving to middle school, 8th graders moving to middle school and high school students moving towards post-secondary. By Fall 2015, introduce and implement the revised transition plan</p>	<p>Director and Assistant Director of PPS</p> <p>Special Education Coordinators, Lead and Resource Teachers</p>	<p>Facility Needs for Transition programs.</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: Address in VDOE corrective action plan</p>

The Whole Child

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
		<p>to school staff, School Board, parents and the community.</p> <p>Fall 2015: Work with the subcommittee to strengthen student success in the work force and ensure they have supports to assist them after graduation. With implementation Spring 2016</p>			
<p>Offer leadership development opportunities for students through classes, athletics, programs and co- and extra- curricular activities</p>	<p>As of 2015-2016 schools will collect baseline data to identify opportunities for student leadership and will set school wide goals for increased participation and/or opportunities. By 2016 all K-12 schools will have a student government organization. By 2020 all K-12 schools will have implemented a form of PBIS with student leadership goals.</p>	<p>Identify appropriate PBIS and leadership opportunity structures.</p> <p>Train leadership teams at all levels K- 12.</p> <p>Implement or supplement existing PBIS structures.</p>	<p>Director of Curriculum & Instruction</p>	<p>Training for all staff and leadership teams in PBIS</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: During the 2016-2017 school year an extracurricular organization will be established at FCHS to increase the involvement of minority students in all areas of campus life at FCHS.</p>
<p>Provide for all students and staff cultural competency training which incorporates awareness and understanding</p> <p>See Community and Family page 24</p>					<p>Abandon In Progress X Completed On Hold</p> <p>Comments:</p>

The Whole Child

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
Enroll in Star Quality Rating System at the Pre-K level as part of our partnership with Smart Beginnings- Roanoke Valley	In 2015-16, 100% of PreK classrooms will participate in the Star Quality Rating System as measured by the MOU with Smart Beginnings.	<p>Baseline data gathered by Star Quality raters will be shared with Coordinator using CLASS observations.</p> <p>PreK teachers and teacher assistants will be trained in 9 components of CLASS as a way to measure teacher/student interaction.</p> <p>Coordinator will provide feedback to teachers on CLASS observations and coach teachers on how effective interactions are organized and how they impact learning.</p> <p>Coordinator will renew CLASS reliable certification</p>	Coordinator of Federal Programs	<p>Year 1: Substitutes for Professional Development \$3000 CLASS training materials \$50000 Renewal fee for reliable certification \$100</p> <p>Year 2: Substitutes for Professional Development \$3000 Renewal fee for reliable certification \$100</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: VSQI 2.0 standards for Star Quality Rating through Smart Beginnings await final state approval. Once approved, we can move forward.</p> <p>June 2106- All 12 elementary schools received a VSQI rating of a 3 as an entry-level participating school district preschool program.</p>
Collaborate with local churches and agencies to support, promote and respond to issues involving the health and well- being of students	Beginning Spring 2015 the Superintendent will hold an annual forum with local churches and agencies. Effectiveness will determined by annual survey of these stakeholders.	We currently collaborate with local agencies (United Way, YMCA, churches Carilion HCAT, etc.) to promote and respond to the health needs and well-being of students. Superintendent will hold an annual forum to discuss and collaborate with local churches and agencies	<p>Superintendent</p> <p>Coordinator of Student Services</p>		<p>Abandon In Progress X Completed On Hold</p> <p>Comments: All elementary and the middle school have partnerships with local Churches to provide food and backpacks. The Superintendent serves on the CFMH Board.</p>
Facilitate student access to health, mental health, and dental services through social workers,	Currently there are 2 School Social Workers serving 12 elementary schools and 1 School	We currently collaborate with community groups (the Lions Club, local churches, mobile	Coordinator of Federal Programs	2015-2016 Add an additional School Social Worker at the Middle School	Abandon In Progress X Completed On Hold

The Whole Child

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
nurses and/or family liaisons	Social Worker serving the entire middle school. By 2020, there will be a system in place whereby will increase the capacity to respond to student needs.	dentist, Piedmont Community Services, Ruritans, etc.) to assist students in accessing health mental health and dental services.		<p>\$50,000</p> <p>Add a Family Liaison (para- professional) at Sontag and Rocky Mount to support the existing elementary social workers 30,000 each total of \$60,000</p> <p>2016-2017 Evaluate data to determine if there is a need for an additional Family Liaison</p>	<p>Comments: Additional SS hired at Middle School.</p> <p>7 Family Liaisons hired to support Title I schools.</p> <p>Baseline data will be collected.</p>

FRANKLIN COUNTY PUBLIC SCHOOLS

SIX YEAR PLAN

November 2016 Update

One objective completed:

1. Increased opportunities for teachers to collaborate and to serve as leaders.

Professional Development and Building Capacity

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
<p>Increased opportunities provided for teachers to collaborate and to serve as leaders</p>	<p><i>“Learners Today, Leaders Tomorrow”</i> at the Professional level Use as a baseline for Standard 6 as indicated by the analysis data in Talent Ed during the 2014-2015 and set future goal.</p>	<p>Inform teachers and evaluators that Standard 6 Exemplary Score look-for must include professional learning followed by sharing and supporting professional learners in their efforts to increase student learning</p> <p>Provide district level opportunities for Teachers as Leaders (UbD, PBIS, etc.)</p>	<p>Assistant Superintendent</p> <p>Director of Curriculum & Instruction</p>	<p>Teacher Training Funds</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: Teachers have been given the opportunity to serve as teacher leaders in the following areas: UBD, PBIS, Cultural Competency, Technology and Co-Inclusive Practices</p>
<p>Increase the effectiveness of the Response-To-Intervention Process and establish consistency of its usage across FCPS</p> <p>See Curriculum and Instruction page 11</p>					<p>Abandon In Progress X Completed On Hold</p> <p>Comments:</p>
<p>Enhance Franklin County Public School’s knowledge base of how to work effectively with our students identified with</p>					<p>Abandon In Progress X Completed On Hold</p>

Professional Development and Building Capacity

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
<p>Autism Spectrum Disorder</p> <p>See Whole Child page 30</p>					<p>Comments:</p>
<p>Develop a compensation plan that supports the retention of highly qualified teachers and attracts candidates in the “hard to staff” positions, while maintaining an ethnically diverse staff</p>	<p>Currently there are 303 elementary teachers, 18 of which are minority (less than 6%). As of 2020, at least 9% of the elementary staff will be minorities, which will serve as a closer representation to the county’s diversity.</p> <p>As is faculty and staff have been offered only one step increase in the last 5 years, FCPS will investigate, review and consider alternative solutions to step increase (or lack of).</p>	<p>Move 1 coach position from Title II funding and use \$50,000 for compensation for “hard-to-staff” positions such as incentives, moving expenses, etc.</p>	<p>Director of Human Resources</p>	<p>Local Budget \$50,000 to cover Title II coach position</p>	<p>Abandon In Progress X Completed On Hold</p> <p>Comments: 2015-2016 Coach position moved to local fund.</p> <p>Course work for dually-endorsed PreK & ECSE funded.</p>
<p>Provide for all students and staff cultural competency training which incorporates awareness and understanding</p> <p>See Community and Family page 24</p>					<p>Abandon In Progress X Completed On Hold</p> <p>Comments:</p>
<p>Develop formal procedures and train staff to use school and district level Threat Assessment Teams</p> <p>See Facilities page 21</p>					<p>Abandon In Progress Completed X On Hold</p> <p>Comments</p>

Professional Development and Building Capacity

Indicator	SMART Goal	Strategies (For Years 1&2)	Department Responsible	Budget Implications	Yearly Updates
<p>Enroll in Star Quality Rating System at the Pre-K level as part of our partnership with Smart Beginnings-Roanoke Valley</p> <p>See Whole Child page 35</p>					<p>Abandon In Progress Completed X On Hold</p> <p>Comments:</p>