

Franklin County School System

Executive Summary of School System Profile

Provide an overview of the school system's profile. Please include:

1. *The school system's vision and goals*

Mission & Vision

The Franklin County School System subscribes to the belief that the primary function of the public schools is to promote the understanding, maintenance and improvement of the American way of life. To that end, the curriculum in the Franklin County Schools shall promote the development of democratic values and shall be based on a program of instruction in academic, technical subjects, fine arts, vocational/technical skills, citizenship, cultural development and enhancement of moral and spiritual values.

The responsibility for providing a free, appropriate education for all children and youth in Franklin County is placed on the Franklin County Board of Education by the Alabama Legislature. In fulfilling this responsibility, the board will:

1. Plan for program variety to allow for individual differences in mental abilities, physical stamina, learning styles and other factors, which determine progress in the school program
2. Plan for educational opportunity for each individual who is eligible for enrollment in the school system.
3. Employ competent personnel and counseling procedures during placement of individuals, which include conferences among pupils, parents and teachers
4. Support athletics and all school activities as an integral part of the local school program but to be supportive to the basic academic program
5. Insist on reasonable standards of behavior and application so that pupils' right to learn is protected and no pupil is permitted to infringe in any way on the right of his/her classmates to learn.

2. *A description of the programs and services (including number and type of schools) under the jurisdiction of the system:*

Franklin County School System 2010-2011									
School	Grade Span	Enrollment	White	Black	Hispanic	Other	# Free	# Reduced	% F/R
Belgreen High School	Pre-K – 12	435	410	0	25	0	244	45	69.30 %
East Franklin Jr. High	K - 9	188	166	0	20	2	110	16	69.02 %
Phil Campbell Elementary	Pre-K - 6	488	459	2	23	4	297	57	76.62 %
Phil Campbell High	7 - 12	360	350	0	9	1	186	47	64.72 %
Red Bay High School	Pre-K - 12	859	797	19	38	5	382	97	57.50 %
Tharptown Elementary	K - 6	398	263	1	129	5	297	26	82.61 %
Tharptown High School	7 - 12	293	211	1	75	6	203	21	76.45 %
Vina High School	K – 12	330	327	1	0	2	188	46	70.91 %
Franklin County Totals		3351	2983	24	319	25	1907	355	69.09 %

* Figures are based on 2010-2011 STI 40 day report

Programs and activities:

1. Belgreen High School, Phil Campbell Elementary School and Red Bay High School operate pre-kindergarten programs for four year old students
2. All schools serve special needs students which are served through the special education program
3. Each school except Phil Campbell High School is a Schoolwide Title I School
4. TRACKS After School Program for elementary students is provided at all schools that serve elementary students
5. High Schools operate ACCESS distance learning program for high school students which allows us to expand and curriculum and offer additional courses
6. High Schools operate a local distance learning program which provides classes between the schools from inside the system
7. Phil Campbell Elementary School is an A R I (Alabama Reading Initiative) Program Demonstration Site
8. All elementary schools participate in the A R I (Alabama Reading Initiative) Program
9. All elementary schools participate in the A M S T I (Alabama Math, Science & Technology Initiative) Program
10. Every school except East Franklin Jr. High School has a full-time school nurse to serve the needs of students
11. All high schools participate in the state's J A G (Jobs for Alabama Graduates) program which helps students prepare for work and helps them prepare to meet graduation requirements
12. High school students are served by the Career Technical Education Program which is centrally located at Belgreen High School. Students are bussed to the center for classes from the other high schools. Programs offered include welding, building construction, small engine repair, auto body repair, health occupations and business office education.
13. The LEA operates an E L L (English Language Learners) & Migrant Education programs to serve the needs of these student subgroups
14. All of the high schools operate a dual enrollment college/high school credit program in conjunction with Northwest-Shoals Community College.
15. NW-SCC offers a dual enrollment welding program for high school students and adults in conjunction with the Career Technical Center located at Belgreen
16. The LEA operates a pre-school special education program
17. The LEA operates a gifted program for elementary students
18. The LEA provides a speech pathology program for elementary students
19. The LEA operates a summer credit recovery program for high school students to provide opportunities to make-up/earn credit for courses failed during the regular school year
20. A summer Camp Catch-Up program is operated to provide opportunities for remediation and enrichment for students in grades 3 - 8
21. The LEA works in conjunction with the local court system to provide an Early Warning Program for students who are truant.
22. The LEA provides home based web based learning/remedial programs for students in certain grade levels to help them prepare for state assessments
23. Red Bay High School and Phil Campbell High School provide Agri-Science and Family & Consumer Science Programs for high school students
24. The LEA operates a year-round breakfast and lunch program at all schools through its Child Nutrition Program
25. The LEA operates a Community Education Program which is funded largely through grants. This department provides many programs and educational activities for students, their parents and for community members including C E R T (Community Emergency Response Teams) training and

certification program, TRACKS After School Program for elementary students, drug resistance education program for all students and other programs.

26. Belgreen High School and Phil Campbell High School are on School Improvement Status due to graduation rate. Both schools have shown progress towards improvement and, hopefully, will soon reach clear SIP status.

3. Demographic information about the school system's community:

Franklin County is located in the northwest corner of the state. The county currently has a population of approximately 30,000 residents. The annual median income per household is slightly less than \$30,000. The county is located in the northwest corner of the state.

Russellville is the county seat and largest municipality in the county with a population of approximately 10,000 residents. Red Bay is the second largest town with a population of approximately 3,500 residents. Smaller towns include Phil Campbell, Vina and Hodges. The rest of the area is largely rural farmland.

Major industries located in the county include several manufacturing industries and a large Gold Kist chicken processing plant provides employment for a large number of area residents. Many locally owned poultry production farms in the community provide chickens and eggs for the Gold Kist plant. Tiffin Motor Homes, Gates Rubber Company, Sunshine Mills Pet Food Company, Clark Pulley, Distinctive Designs, G & G Steel, Wal-Mart and Sunshine Mobile Homes are the largest employers of non-skilled workers in the county. The school system is one of the largest employers in the county with around 500 workers.

Franklin County has two large T V A watershed lakes with campgrounds and other facilities which are used for fishing and recreation and which bring in many visitors to the area.

Russellville Hospital, Russellville Wellness Center and Red Bay Hospital along with several physicians' offices located in Russellville, Phil Campbell and Red Bay serve the medical needs of the residents of the county.

The Franklin County Commission governs the area through a five member commission representing districts of the county. The Franklin County Probate Judge heads the commission. The county commission provides law enforcement and a countywide solid waste collection system. The commission operates the emergency management agency, 911 services and oversees the local fire departments.

The towns of Phil Campbell, Red Bay, Vina and Hodge are governed by five member city councils and a mayor.

The Franklin County Sheriff's Department serves the county. Russellville, Red Bay and Phil Campbell operate city law enforcement programs. The county operates a 911 center and an emergency management agency. Several small volunteer fire departments and rescue squads serve the rural areas and Russellville, Red Bay and Phil Campbell operate city fire departments.

A county wide system provides water and gas services to residents. Internet service is now available in all areas of the county.

Northwest Shoals Community College, a two-year junior college has a campus located in the county at Phil Campbell. The University of North Alabama, the nearest four-year higher education institution, is located approximately 30 miles from the county in Florence. A technical college located at Hamilton, which is approximately 25 miles from Russellville, provides training for graduates who are interested in such courses.

The Franklin County School System serves the county. Russellville City School System serves the residents of that municipality.

The Franklin County School System has eight schools, a career technical center and a community education department. These entities include Belgreen High School, East Franklin Jr. High School, Phil Campbell Elementary School, Phil Campbell High School, Red Bay High School, Tharptown Elementary School, Tharptown High School, Vina High School, Franklin County Career Technical Center and the Franklin County Community Education Department.

Since much of the country is rural, schools are the focus of many of the smaller communities. The schools receive excellent support from the communities. Community events are often held at the schools and many local residents enjoy participating in school events and sports activities.

Education in Franklin County began with the first settlements in the area when children were taught in one of the many small one-room schools which dotted the countryside. It has been estimated that during the late 1800's some 40-50 such schools existed in the county serving the school aged children living in their community.

As the 1900's began, these small one-room schools were gradually replaced by new consolidated schools established in the larger communities and growing towns with transportation provided by the school system. This consolidation continued through the 1950's and 1960's when transportation and roads improved making it possible for children to travel more than walking distance to attend school.

Modern high schools developed from the older schools as renovations and construction projects provided the facilities necessary to meet the needs in the more populated areas near the towns.

High schools have survived over the years including Belgreen High School, Phil Campbell High School, Red Bay High School and Vina High School. Two junior high schools, Tharptown Jr. High School and East Franklin Jr. High School also thrived and continued to serve their communities as the last few junior high schools closed in the mid 1970's when enrollment shrank to such low numbers and operation costs were too high so it was not feasible to keep the schools open.

The Franklin County School System consisted of four high schools and two junior high schools for almost three decades.

The career technical center which was established in 1975 to provide vocational training classes for high school students.

In 2005, Phil Campbell High School was divided to become two schools - Phil Campbell Elementary School and Phil Campbell High School.

The following year, in 2006, Tharptown Jr. High School was expanded to become Tharptown Elementary School and Tharptown High School to better serve the growing number of students who have chosen this as their school. Tharptown's student enrollment increased from just below 200 in 1980 to more than 300 students in grades K – 6 and approximately 150 students in grades 7 – 10 during the 2006-07 school year.

With the addition of tenth grade in 2006-07, eleventh grade in 2007-08 and twelfth grade in 2008-09 the first senior class graduated from the Tharptown High School in 2009. A \$5 million construction project provided classrooms and sports facilities for the new school. Construction began on the new high school buildings at Tharptown in 2006 and the project was expected to be complete in 2008.

Each of the original four high schools has been accredited by the Southern Association of Colleges and Schools for many years. Newly established Tharptown High School and Tharptown Elementary School and East Franklin Jr. High School have not been accredited before.

The LEA had a total of 3,351 students in grades pre-kindergarten through grade 12 enrolled during the 2010-2011 school year based on the STI 40-day enrollment report. Of this total 89 % of the student population was white, 9 % Hispanic, 1 % black and 1 % of other groups.

The LEA is considered a high poverty level system with 69.09 % of students qualifying for free or reduced lunches. Among the schools, the lowest student poverty rate is 57.50 % at Red Bay and the highest poverty rate among students is found at Tharptown High School which has a 82.61 % free/reduced lunch rate. There has been a large increase in the poverty level during that past 10 years, due largely to downturns in the local economy caused with the closing of a large number of local manufacturing plants and the failure of new, large employers to locate in the area.

Some areas of the county have experienced an increase in population which has boosted school enrollment at some sites. Factors which have contributed to an increase in student enrollment over the past five years is the influx of Hispanics into the area over the past 10 years, the establishment of the Gold Kist Poultry Processing Plant located in the area and the consolidation and closing of schools in an adjoining county. Approximately one third of the Tharptown student population is Hispanic at this time.

With the exception of Tharptown schools, enrollment has decreased over the past decade in the other system schools. High local unemployment rates and the closing of some large garment and mobile home manufacturing industries in the area may have contributed to this decline.

An example of this decline can be found at Belgreen High School. The student enrollment at Belgreen was around 300 in the mid 1970's. In 2005, Belgreen had 525 students in grades K – 12. The school had approximately 450 students in 2010.

Phil Campbell's student enrollment has decreased over the past 10 years, from approximately 1000 students in 1997-98 to about 350 students enrolled in grades 7-12 at Phil Campbell High School. Phil Campbell Elementary School had an enrollment of about 500 students in 2010 serving students in grades pre-kindergarten through six.

Red Bay High School has also experienced a decrease in student enrollment over the past ten years, with approximately 1000 students in 1997-98. Today, Red Bay serves grades K – 12 with a student enrollment of approximately 820.

Vina High School's student enrollment has grown slightly over the past five years with 345 students grades K – 12 during the 2010-2011 school year.

East Franklin Jr. High School, our smallest school, serves approximately 190 students in grades K – 9. Approximately 75 % of East Franklin's graduates continue their high school education at nearby Phil Campbell High School making the small school a valuable asset to the school system. East Franklin has experienced a small increase in enrollment during the past five years of about 25 students.

The Franklin County Career Technical Center, located adjacent to Belgreen High School in the center of the county, serves approximately 200 students in grades 10 – 12 from the system's high schools.

The system operates pre-kindergarten programs at Belgreen, Red Bay, Tharptown and Phil Campbell.

The school system also operates a community education department which provides services for parents, targeted student groups and members of the community.

The Franklin County School System currently has approximately 250 teachers/administrators and approximately 200 support personnel.

Over the past ten years, the system has used more than \$15 million state capital outlay and other funds to build a new K – 12 school complex at Belgreen High School including classroom buildings, a gymnasium and a cafeteria. Other facilities improvement projects recently completed include a media center and improvements on the gymnasium at Red Bay High School, the construction of a new school to house the high school at Tharptown which included classroom buildings and sports complexes, a cafeteria at Phil Campbell which serves both the elementary and high schools and a gymnasium and sports facility addition at Vina.

Through several grants, the system has been able to establish a LAN and provide connectivity including Internet and automated phone services. All schools have up-to-date computers in each classroom and they have computer labs for student and teacher use. Many classrooms have emergency telephone systems connecting them with the school office and other classrooms. Most teachers have LCD projectors, ELMOs, smart boards, etc. in the classroom to enhance the instructional program. A School Cast automated message system is used to keep all parents informed of emergency situations, school closings or to provide other information.

All system schools are high-poverty schools which qualifies them for discounts on telephone and Internet services through e-rate programs. This also provides funds through the Title programs including Title I programs which help low performing students improve their core academic skills, Title II which provides additional teaching units and high quality professional development for teachers, Title III which funds services for E L L students, Title IV, Safe & Drug Free Schools Program and Title VI which provides additional funds for materials and programs for rural and low income schools.

The school system operates an annual budget of slightly more than \$33.8 million, of which approximately 86 % is used in salaries for system instructional and support employees.

Due to the fact that the state has declared proration of more than 20 % total over the past two years and will continue during this present school year, school system finances, like most state school systems,

is in poor financial condition. However, there have been several new revenue sources which have boosted the system's budget and helped alleviate some of the financial problems.

The citizens of the county voted in the last general election to impose a temporary one-cent sales tax to use to make up some of the deficits experienced from proration. Proceeds from the tax are divided, 58.04 % for Franklin County Schools and 41.96 % for Russellville City Schools, based on student enrollment.

The tax went into effect June 2010. It was approved by the county commission to remain in effect for a two-year period. During the first six months, the tax has brought approximately \$1.2 million to the Franklin County School System and \$800,000 for the Russellville City School System. This money has been a big boost in times of proration to help the LEA meet its financial obligations.

The system has also benefited from the federal ARRA Stimulus funds which provided \$2.6 million to be used in providing personnel, equipment and materials to be used in the instructional programs of the schools.

Due to the efforts of the school system, approximately \$15 million in grants has been awarded over the past 12 years. This money has been used to make improvements in technology, to establish an afterschool program, to establish a distance learning program, to provide personnel and support for the instructional and student services programs and to fund drug resistance programs.

Annually the LEA receives approximately \$1.5 million through the federal programs which includes funding for special education program and federal Title programs.

The system received additional money from a sixteenth section lawsuit settlement which uncovered an error in the state's accounting of sales of natural resources from these land sections over the past 25 years. In conjunction with this, the system has received a total \$4,377,836.43 over the past six years which includes \$3,200,534.82 interest income for 16th sections owned by the LEA, \$812,886.54 in timber sales on 16th section land and \$364,415.07 in coal sales on the land parcels. This money has enabled the system to operate and meet its financial obligations until the three-year proration was imposed by the state. Since then, the system has borrowed money to meet its obligations.

It is hoped that the tax money along with additional funds from 16th section activities and with cutbacks made in the LEA during the past two years that the system will be able to weather the financial storm and soon see progress towards getting back on sound financial footing.

4. School Improvement Planning Process

The LEA expanded Tharptown Jr. High School to make it a 7 – 12 grade high school and divided Phil Campbell High School into a high school and a separate elementary school. Tharptown and East Franklin have not been accredited in the past and Phil Campbell was accredited as a K – 12 school. After several key personnel attended orientation concerning district accreditation process, system administrators and central office personnel met and discussed the possibility of seeking district accreditation.

That group decided to discuss the matter with school committees, faculty members and other stakeholders to get their input into the decision. System personnel also made contact with surrounding school systems that had or were going through the accreditation process to seek advise and gather data about the project.

Additional meetings were held both at the local school and system level to discuss the tasks involved and to develop a timeline for the process. A SACS leadership committee consisting of administrators, teachers and parents and community members was formed to conduct the self-study and prepare the SAR. Each school also appointed a school leadership or school improvement committee which worked on the local school plans and reviewed and provided input into the system level plan. Several meetings of the groups were held to study indepth the standards, to gather data, analyze data and to rate the LEA and schools on each standard.

As part of the LEA study, the schools were asked to complete the SAR for their individual school if the school did not have a current self-assessment that was based on these standards. Schools were also

required to develop, implement and monitor the state required School Improvement Plan or Continuous Improvement Plan.

Mr. Jimmie Lawrence, state SACS director met with the SACS leadership committee to provide the required orientation. Additional meetings were held at the school and system level to analyze data, work on and develop the SAR and to discuss standards and requirements. Information from the meetings was disseminated to all stakeholders through meetings held for that purpose.

Committees used meetings and e-mail to communicate and provide copies of completed materials and sections of the SAR. The committees reviewed the final report and offered additional suggestions for changes/improvements.

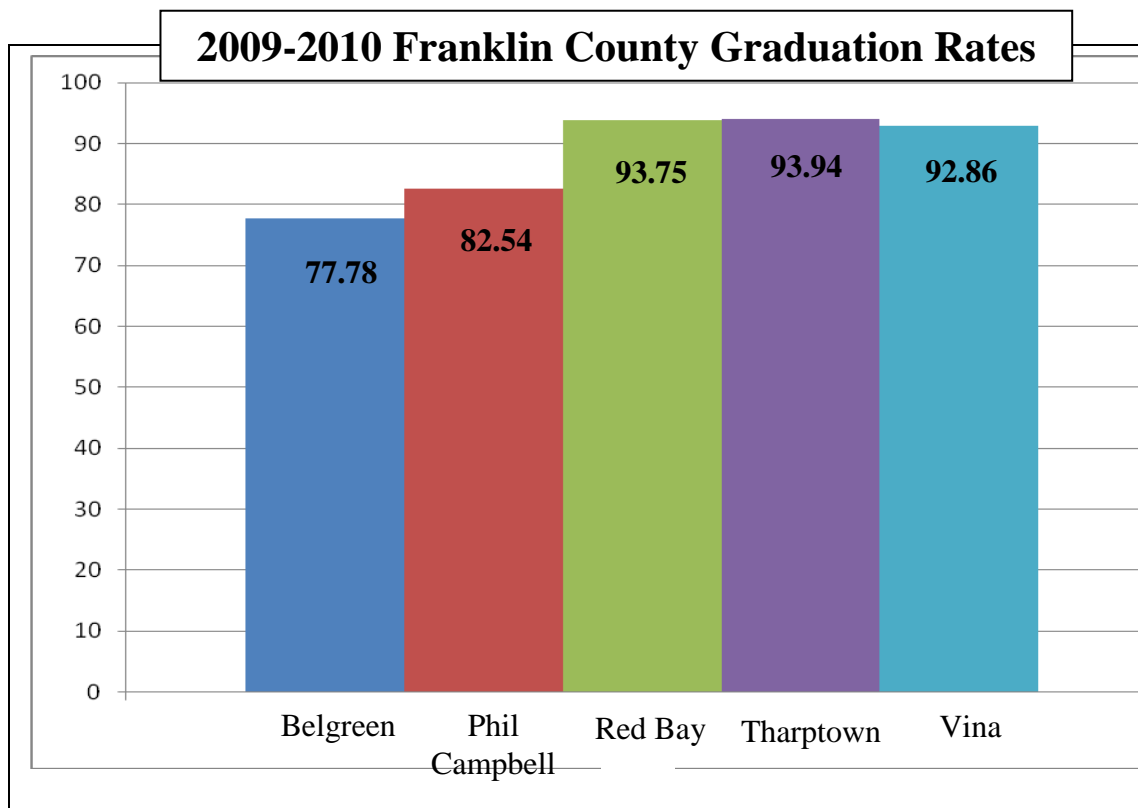
The completed SAR is a consensus compilation made by stakeholders and approved by the system administration. It provided an avenue for stakeholders to take an indepth look at all areas of the system and its programs and it served as a basis to identify our strengths and areas of need and to use data to develop effective improvement plans. It is now being used as a basis for school improvement decisions at the system and at the local school levels and it is instrumental in helping us strive toward and in accomplishing outcomes conducive to meeting the system's stated goals.

School Improvement /Continuous Improvement Plans were developed by all schools as part of the SACS and the Title I Program planning process. During the time period we have been completing the SACS study, the state has begun to require written continuous improvement plans for all schools. In previous years this was only required for low performing schools on School Improvement Status.

School Improvement Committees were formed of stakeholders representing each group at the local school level. The LEA level school improvement committee held several orientation meetings to provide technical assistance in plan requirements and development. The local schools completed data analysis and developed their plans based on need. The plans were reviewed and approved by the board of education and the Alabama State Department of Education.

Local schools discuss the plans with staff members and implement the CIP's as approved. Monthly the plans are reviewed and implementation is monitored closely by school administrators and LEA federal programs staff. Plans are revised at the beginning of each school year based on annual AYP reports, new student assessment and performance data analysis.

5. *Student Assessment reports and comparisons*



FRANKLIN COUNTY SCHOOL SYSTEM

Twelfth Grade Alabama Graduation Exam Comparisons						
	FRANKLIN COUNTY			STATE OF ALABAMA		
	Levels 1/2	Level 3	Level 4	Levels 1/2	Level 3	Level 4
LANGUAGE						
2009-2010	7.50	92.5	0	8.9	91.1	0
2008-2009	8.04	91.96	0	7.2	92.8	0
READING						
2009-2010	5.5	84.5	10	6.44	80.54	21.32
2008-2009	6.53	78.39	15.08	5.81	75.4	21.17
MATHEMATICS						
2009-2010	7	64	29	5.27	73.41	21.32
2008-2009	5.53	70.85	23.62	4.64	74.19	21.17
SOCIAL STUDIES						
2009-2010	8	92	0	9.55	90.45	0
2008-2009	10.05	89.95	0	8.42	91.58	0
BIOLOGY						
2009-2010	7.58	81.82	10.61	5.98	75.14	18.18
2008-2009						

FRANKLIN COUNTY SCHOOL SYSTEM

Twelfth Grade Alabama Graduation Exam Comparisons						
	FRANKLIN COUNTY			STATE OF ALABAMA		
	Levels 1/2	Level 3	Level 4	Levels 1/2	Level 3	Level 4
LANGUAGE						
2009-2010	7.50	92.5	0	8.9	91.1	0
2008-2009	8.04	91.96	0	7.2	92.8	0
READING						
2009-2010	5.5	84.5	10	6.44	80.54	21.32
2008-2009	6.53	78.39	15.08	5.81	75.4	21.17
MATHEMATICS						
2009-2010	7	64	29	5.27	73.41	21.32
2008-2009	5.53	70.85	23.62	4.64	74.19	21.17
SOCIAL STUDIES						
2009-2010	8	92	0	9.55	90.45	0
2008-2009	10.05	89.95	0	8.42	91.58	0
BIOLOGY						
2009-2010	7.58	81.82	10.61	5.98	75.14	18.18
2008-2009						

*Figures are percentages based on State Department Reports

**Red figures indicate system performance was below state performance levels

FRANKLIN COUNTY SCHOOL SYSTEM

2010 Alabama Reading & Mathematics Test (A R M T)

	FRANKLIN COUNTY				STATE OF ALABAMA			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
THIRD GRADE								
Reading	1	10	33	57	1	13	33	54
Mathematics	2	8	23	66	4	16	29	51
FOURTH GRADE								
Reading	0	10	29	61	0	13	31	56
Mathematics	0	8	20	72	2	17	28	53
FIFTH GRADE								
Reading	0	11	29	61	1	14	33	52
Mathematics	0	9	27	64	1	17	33	49
SIXTH GRADE								
Reading	0	8	27	65	0	13	27	59
Mathematics	0	13	39	48	0	23	41	36
SEVENTH GRADE								
Reading	0	14	31	55	0	17	37	46
Mathematics	0	29	37	34	0	31	39	29
EIGHTH GRADE								
Reading	1	27	37	35	1	25	37	37
Mathematics	0	21	58	22	0	21	53	26

*Figures are percentages based on State Department Reports

**Red figures indicate system performance was below state performance levels

*** Levels 3 & 4 Critical Target Levels – Goal is to have less than 15 % in Levels 1 & 2 with 85 % in Levels 3 & 4

FRANKLIN COUNTY SCHOOL SYSTEM

Stanford Achievement Test

	FRANKLIN COUNTY			STATE OF ALABAMA		
	2009-2009	2009-2010	2010-2011	2009-2009	2009-2010	2010-2011
THIRD GRADE						
Reading	57	57		55	54	
Mathematics	66	68		57	55	
FOURTH GRADE						
Reading	66	62		62	61	
Mathematics	75	78		65	63	
FIFTH GRADE						
Reading	61	56		59	58	
Mathematics	71	63		60	58	
SIXTH GRADE						
Reading	55	49		52	52	
Mathematics	67	62		57	55	
SEVENTH GRADE						
Reading	58	55		57	57	
Mathematics	55	58		55	54	
EIGHTH GRADE						
Reading	47	51		51	51	
Mathematics	50	57		54	53	

*Figures are percentages based on State Department Reports

**Red figures indicate system performance was below state performance levels

6. *An overview of any major trends or issues impacting the system:*

Major trends/issues impacting our school system include:

- a. With the construction of a new high school at Tharptown, student enrollment there has exceeded expectations straining the capacity of the facilities. (An additional factor in the increase is the consolidation of and closing of schools in an adjoining system which made Tharptown a closer school for some families). Both the elementary school and the high school need additional classrooms, media centers and computer lab space.
- b. Proration in state funds for the past two years have resulted in a deficit of more than \$3 million in funding to state foundation program. Proration is expected to continue during the FY 11 fiscal year which will result in the need to make up the loss of revenue to cover the systems financial obligations. This has forced the system to make cutbacks to many programs and to cut several personnel positions limiting the course offerings in some schools, eliminating some elective courses and leading to larger pupil-teacher ratios in some grade levels and in some core academic classes.
- c. Mandates of the No Child Left Behind Act have caused a strain on the budget and on the schools in an effort to implement the regulations.
- d. State guidelines and regulations for A Y P (Adequate Yearly Progress) have caused schools to make curriculum and instructional changes.
- e. Local unemployment rates remain high and have impacted student enrollment as families move out of the area to seek employment opportunities elsewhere.
- f. The system has been able to secure extra funds including more than \$1 million per year in grants, and approximately \$750,000 per year in receipts from 16th section land.
- g. A temporary one-cent sales tax which went into effect in January 2011 has a projected receipt of \$2.5 million per year for the system which will help the LEA meet its financial obligations and help pay back loans of \$5 million which were made during 2009-2010 to meet monthly operating expenses of the system.
- h. Federal ARRA stimulus funds of \$2.6 million have been used during the past two years to prevent some cuts in personnel and to provide funding for some instructional equipment and materials.

7. *A summary of major strengths and needs of the school system:*

Strengths

1. From our completed SACS standards analysis, no areas were identified with less than a rating of "3". This indicates the LEA and our schools are at least average in all standards.
2. From the standards analysis, we have identified Teaching and Learning and Governance and Leadership as areas of strength.
3. Schools do a good job providing a high quality instructional and student support program within budget constraints.
4. Community and parent support is strong at all schools.
5. There is a high level of collaboration and cooperation among the schools as we seek to meet our shared vision and goals.
6. Funds from local one-cent sales tax are helping make up deficits brought about through state proration.
7. Technology improvements provide connectivity and access to resources, distance learning opportunities and communication as well as providing up-to-date technology in the classrooms to enhance the instructional program.
8. 97 % of core academic teachers currently meet Alabama's Highly Qualified Teacher standards.
9. All schools except one currently meet Alabama's A Y P (Adequate Yearly Progress) standards

10. The instructional and student support program does an adequate job in meeting the needs of all student subgroups.
11. Despite budget constraints the LEA is able to provide extended learning opportunities for its students through the after school program, ACCESS distance learning program, JAG (Jobs for Alabama's Graduates) program, dual high school/college enrollment program and the LEA's distance learning program.

Needs

1. From our completed SACS standards analysis, no areas were identified with less than a rating of "3". This indicates the LEA and our schools are at least average in all standards. But, we identified Resource and Support Systems and Stakeholder Communications and Relationships as areas we want to work to improve.
2. To work on securing additional funding for construction and facilities improvements to alleviate overcrowding in some schools.
3. To continue to develop and implement new instructional/remedial programs and instructional strategies to meet the needs of low performing students in identified deficient areas of reading and math.
4. To secure funding for expansion of curriculum to include more core academic and elective course offerings for students in grades 7 – 12
5. To introduce strategies, programs and services to help prevent student drop outs and to increase graduation rates at all the high schools.
6. To continue to improve our technology infrastructure and to continue plans to update instructional technology used in the instructional program.

What we are doing to help all students meet the state's challenging student performance standards:

1. We are using textbooks that are closely correlated with the Alabama Course of Study in all grade levels and subject areas.
2. Teachers are using the Alabama Course of Study standards and the objectives from the state assessments for their grade levels in planning and providing the instructional program.
3. Teachers participate in ongoing high quality professional development activities that help them interpret and analyze assessment data, identify areas of below average performance and to use this data in planning for instruction, remediation and tutoring.
4. Teacher participate in ongoing high quality professional development activities in which they learn to integrate effective instructional strategies into their instructional program.
5. Student assessment data is tracked from test-to-test to identify specific skills areas in which students are performing below average. Schools use this data to develop and update Continuous Improvement Plans which are implemented and closely monitored throughout the school year.
6. The instructional program is closely monitored by school administrators on all levels to make sure teachers are on-task and they are teaching, re-teaching and providing appropriate tutoring and remediation for Tier 2 and Tier 3 students.
7. Students in grades 3 – 8 and in grade 9 – 12 are given pre-tests for the ARMT (Coach Program) and the Alabama High School Graduation Exam (Enrichment Plus Program) two or three times per school year. These tests are graded and data plotted on matrixes to identify specific skills areas in which students need instruction, remediation and tutoring. Teachers use this information to plan and provide their instructional, remedial, tutorial program.
8. We are implementing the (ARI) Alabama Reading Initiative Program in all our elementary schools.

9. We are implementing the (AMSTI) Alabama Math, Science and Technology Initiative in our schools.
10. High schools have added remedial classes in reading and math for low performing students.
11. We are using U. S. Test Prep, an online assessment preparation program and Enrichment Plus workbooks to prepare, remediate and tutor high school students on the standards of the Alabama High School Graduation Exam.
12. All high schools provide small group and individual remediation and tutoring for high school students who have failed one or more sections of the Alabama High School Graduation Exam.
13. We are using Study Island in grades 3 – 8 to prepare students for the (ARMT) Alabama Reading and Math Test. Study Island is a web based instructional, remedial, tutorial program that students may use anywhere they have a computer with Internet access.
14. We are using Coach instructional/remedial workbooks in grades 3 – 8 to prepare and remediate students for the (ARMT) Alabama Reading and Math Test.
15. High school at risk students are served through the JAG (Jobs for Alabama Graduates) Program which provides individual instruction and remediation on the Alabama High School Graduation Exam standards.
16. High school students who fail core academic courses may opt to enroll in the credit recovery program which is provided through the community education program in the summer. Students complete online learning activities as well as core curriculum activities from textbooks to earn credit for the courses that have failed.
17. Some of our schools operate remedial classes during the school day in reading and math for low performing students.
18. Students at all schools are served through the (PST) Pupil Support Team which help at risk and low performing students and their parents work out a plan to improve performance and deal with other problems students may be having to remove barriers to learning.
19. Elementary students are encouraged to participate in the (TRACKS) The Right Approach Creates Knowledge and Success) After School Program which provides instruction, remediation, tutoring and homework help.
20. Elementary students are encouraged to participate in the TRACKS summer enrichment and remedial programs.
21. Students who excel on state assessment are recognized at the school level through a variety of activities.
22. Parents are informed about student performance during Parent Expos, parent-teacher conferences and programs held for this purpose. Counselors and teachers work with parents to keep them informed and to provide suggestions about how parents can help their children improve core academic skills. Parents are informed of programs and activities available for their children and they are encouraged to enroll their children in appropriate programs and activities.
23. All students that take state assessments are informed of their performance levels when reports are received at the school level. Teachers and counselors work with students to show them areas in which they need to improve.
24. The LEA and school websites are used to inform parents and students of programs and activities available to help prepare the students for state assessments. The websites also have links to websites that may be helpful in learning and reviewing core academic skills.
25. High School students are encouraged to participate in free ACCESS distance learning remedial courses and other online activities to help prepare them for the Alabama High School Graduation Exam.
26. Students who qualify for special education program services are served based on the (IEP) Individual Education Program jointly developed by teachers and parents. Accommodations are provided in the classrooms and students receive additional instruction, remediation and tutoring by special education program personnel.

27. Special Education program students who qualify may work towards the AOD (Alabama Occupational Diploma). These students complete the require hours of work experience in addition to their core academic program training.
28. High school students may enroll in the Franklin County Career Technical Center which provides technical skills related courses including health occupations, auto body repair/painting, building construction, business office education and welding.
29. All high school students receive counseling and participate in activities to help them learn about career opportunities and educational opportunities beyond high school. Eighth grades take the state EXPLORE assessment which provides career related preference data. Counselors work closely with all students to help them make good choices about coursework with prepare them to meet the graduation requirements.
30. Students who qualify for the E L L (English Language Learners) Program are provided services based on identified needs. E L L students receive instruction in learning English in addition to regular classroom instruction in core academic subject areas.
31. The Early Warning Program is operated in conjunction wit h the local juvenile courts system to work with parents and students to decrease student absences to remove this barrier to learning.
32. The school health program provides nurses at each school site to provide services for chronically ill students with the goal of decreasing student absences to remove this barrier to learning.
33. The 504 Program and Homebound Students Program serve students who qualify for these services. These programs meet individual students' needs and helps remove barriers to learning to help students reach the goal of meeting the requirements for high school graduation.

