Proficiency Goal

Goal: Increase the average combined Reading and Math Proficiency ratings for all students based on KPREP results to 75% for elementary students, 81% for middle school students and 66% for high school students by 2020.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Funding
Objective 1: To increase the number of students scoring Proficient and Distinguished in Reading and Math from 68.7 to 70 for elementary students, 74.9. to 76 for middle school students, and 59.5 to 61 for high school students in Simpson County Schools by 2019.	KCWP 1: Design and Deploy Standards- **Strategy: Vertically-aligned curriculum**	Activity: **Curricular Clarity** Develop a consistent vertically-aligned curriculum district wide around the KAS Standards, NGSS Standards, and industry certification standards using a common language, identified learning targets, vocabulary and a suggested pacing guide. Curriculum maps will be edited via Google and shared with teachers in the district. On Learning Community Days, teachers will revise their grade/content specific maps.	**Evidence:** Vertical Curriculum Maps Learning Community Day Agendas **Members Responsible:** District Leadership Principals CIA's Content Area Teacher Leaders Classroom Teachers	$0
	March Progress Monitoring Notes: FES: We are adhering to the current aligned curriculum and pacing guides for both reading and math. In the near future we will sit down with the newly released standards and make sure all standards are covered in our curriculum/pacing guides. SES: Curriculum is vertically aligned with standards. Teachers use these maps to write lesson plans that meet SCS non-negotiable requirements. There will be a plan for revisement in place to update the new 18-19 standards rollout. LES: Each curriculum area is vertically aligned using standards to engage lessons with a common language, learning targets, and vocabulary. Maps are updated on a consistent basis once units are taught and teachers reflect on specific needs of each area. The curriculum maps are fluid and are considered during Learning Community Days, content planning, and professional learning community meetings. FSMS: Content partners have created Curriculum maps that are aligned using state standards. These curriculum maps also detail learning targets, pacing guides and key vocabulary for each unit. Teachers have collaborated during Learning Community Days and PLC's to create these documents. FSHS: Teachers in the high school work with their content partner to align their coursework to their standards and make any revisions necessary. Departments also meet to align work vertically for content flow from grade-to-grade. Curriculum maps are being developed and are visited during Learning Community Days, PLC's, and before the start of each school for planning purposes.			

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October Progress Monitoring Notes:
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| KCWP 1: Design and Deploy Standards

KCWP 3: Design and Deliver Assessment Literacy | Activity: **Balanced Assessment System**

Schools will continue to focus on implementing and improving a balanced assessment system. Common and Formative Assessments will be used to determine instructional next steps for teachers and students.

Teachers will work to provide students with clear learning targets and specific feedback regarding tasks and assignments.

SES, LES and FSMS will implement Case Assessments beginning in Oct. 2019 in Reading and Math. SCS Students will also utilize STAR Renaissance for reading and math assessment progress monitoring purposes. | **Evidence:**
Learning Community Day Agendas

Professional Development Agendas | $41,000.00 |
|---|---|---|---|

March Progress Monitoring Notes:
FES: Formative assessment remains a daily practice in classrooms. Schoolwide progress monitoring takes place for tier 2 and tier 3 every 3 weeks, and intervention is delivered based on those results. We continue to have benchmark assessments in STAR Early Literacy, AIMSweb, and DIBELS in the fall, winter, and spring.
SES: We use CASE and learning checks, STAR, and weekly formative assessments to drive instruction, as well as progress monitoring for those in intensive areas.
LES: We have implemented and analyzed two CASE assessments this school year. STAR has also been implemented twice with analysis that provides information for acceleration groups and any progress monitoring data.
FSMS: PLC groups meet every 2 weeks to plan common formative and summative assessments. Teachers also use this time to analyze assessment data to determine next instructional steps. The CASE and STAR assessment has been given twice this year and will be given once more in April.
FSHS: All PLC's give common formative and summative assessments which are analyzed and the data is used to drive instruction. The universal screener for our 9th and 10th grade students is the STAR test and we use this data to determine intervention needs in math and reading. All students, grades 9-11, take a practice ACT twice a year and that data is tracked and monitored for intervention and prep purposes as well.

June Progress Monitoring Notes:
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	October Progress Monitoring Notes: FES: SES: LES: FSMS: FSHS:			
	KCWP 4: Review, Analyze and Apply Data **Strategy: Implementing and improving a balanced assessment system**	**Activity: Learning Community Days** District and school leadership teams will utilize Learning Community Days, Professional Learning Committee meetings, and planning period meetings to analyze a variety of student work samples and assessment results. District leadership team will be presented with a review of assessment data during quarterly site visits. Instructional next steps, developing personalized learning opportunities for students and identifying those for students for interventions/enrichments will also be discussed.	Site Visit Agendas/Notes Instructional Planning Meeting Agendas **Members Responsible:** District Leadership Principals CIA's Teachers	$0

March Progress Monitoring Notes:

FES: The focus of our LCDs this year has included student progress monitoring meetings, Love and Logic training, Analysis of writing standards/portfolio pieces, and analysis of first grade readiness skills.

SES: Our last learning community day allowed teachers to use benchmark assessments and CASE to make plans for reteach, review, and enhancement, as well as revise curriculum. A KDE rep provided recommendations for teaching with equity and a culturally responsive classroom in response to our TSI areas.

LES: Our last Learning Community Day was spent designing rubrics and double blind scoring the extended responses for the CASE Assessments. We also spent time at our professional learning community meeting designing rubrics and scoring school wide for writing, social studies, and science extended responses.

FSMS: Our most recent Learning Community Day was used for analyzing CASE #2 data to determine what interventions students needed going forward in Math and ELA. Other teachers were involved in designing engagement activities that incorporated student-to-student discussions. J'Nora Anderson, from KDE, presented on these topics during the afternoon session.

FSHS: Learning Community Days are used for checking and connecting with teachers on programs and issues with curriculum, classroom instruction, or students. They spend a significant amount of time working through data and classroom lessons and strategies with their PLC partner. PLC's meeting weekly on Friday mornings to discuss data and student results; content partners have common plannings and use this time to work together, when needed, in planning for weekly overviews or analyzing the curriculum map.

June Progress Monitoring Notes:
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October Progress Monitoring Notes:
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KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction **Strategy: Curriculum, assessments, systems and structures analysis**	Activity: **Teaching and Learning Team** District and school leadership will meet to analyze the curriculum, assessments, systems and structures at each school to help identify gaps, make necessary adjustments to the curriculum, share instructional resources aligned to KAS. School administrators will disseminate updated/revised curriculum to teachers to gather feedback/input to ensure that teachers implement the curriculum with best practices for instruction and assessment and monitor implementation throughout the year.	**Evidence:** Monthly ILTM Meeting Agendas/Notes Monthly CIA Meeting Agenda/Notes LCD Day Agendas PLC Protocols/Notes Planning Period Meetings Agendas **Members Responsible:** District Leadership Principals CIA's	$0

March Progress Monitoring Notes:

FES: A great deal of time has been spent analyzing standards and mapping curriculum. Mrs. Bean worked with other CIAs to align K-12 curriculum last year. Student data analysis occurs frequently to ensure students are receiving appropriate instruction.

SES: Our CIA meetings and admin meetings, as well as site visits, progress monitoring meetings, are all focused on student progress based on test analysis and historical data in order to make plans for improvement.

LES: Upon analysis of assessment structures, student gaps are identified and necessary programming developed and resources identified and purchased as necessary to meet student needs. PGES and walkthrough data will ensure best practices for instruction are being implemented. CASE results have been analyzed and the needs of each gap group have been determined and enacted.

FSMS: Core content teachers have spent a great deal of time with their content partners designing curriculum maps based on state standards. These living documents have been altered throughout the year for pacing, vocabulary, etc. as teachers deem necessary. Currently, our social studies teachers are collaborating to develop curriculum maps based on the new state standards, and these should be completed by this fall.

FSHS: Teachers, in core content areas mainly, have spent a great deal of time realigning their standards for high school courses. Teachers have been working throughout the year to analyze these standards and make changes in their curriculum maps for next year. Mrs. Wood works with the CIA team on K-12 curriculum alignment.

June Progress Monitoring Notes:

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October Progress Monitoring Notes:

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	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support **Strategy: Instructional Walkthroughs**	Activity: **Instructional Walkthroughs** District and school staff members will conduct walkthroughs with a instructional focus at each school to continue to develop instructional quality within all classrooms and ensure progress in meeting our goals. District and staff members will conduct a more focused walkthrough for schools requesting data on a specific need to give more intentional feedback and next steps. If a school is identified as a Comprehensive Support School (CSI) or a Target Support Intervention (TSI) School, more focused walkthroughs will be implemented. Data from these walkthroughs are discussed with school leadership teams and shared with teachers.	**Evidence:** Walkthrough Google Forms/Walkthrough documents Site Visit Agendas Materials shared with teachers (Powerpoints, notes) Administrative Calendars **Members Responsible:** District Administrators CIA's Principals Assistant Principals Teacher Leaders	$0

March Progress Monitoring Notes:
FES: Administration is in each classroom at least one time per week, if not on a more frequent basis. In addition to walkthroughs, teachers receive PGES visits and Blitzes are conducted twice a year.
SES: Admin conducts formal and informal classroom walkthroughs and blitzes that are based on equity and access, classroom rigor, and engagement. Admin use the results of these docs to plan professional learning opportunities and provide constructive feedback to each teacher at least once a quarter or more.
LES: Walkthroughs, observations, and teacher assistance in classrooms are being done to promote a quality instructional environment. The district Blitz was held in November and the next steps from this helped us to design the content for our Monday meetings in which we explore more intentional instructional strategies.
FSMS: Walkthrough instruments are developed bi-monthly and each administrator has a scheduled time to perform walkthroughs. Each week, admin rotates which content areas they will be observing. Data is analyzed and shared with the faculty through email and discussed at faculty meetings. Teachers are provided feedback and encouraged to engage in two-way discussions about the walkthrough notes.
FSHS: At the beginning of the year, FSHS staff developed what we call our Power 5 Words; expectations in the classroom. Those words have driven our walkthrough documents, along with information we pull from the ELEOT tool. Each member works to visit at least 10 classrooms a week and meets weekly to discuss observations and data.

June Progress Monitoring Notes:
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October Progress Monitoring Notes:
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	KCWP 4: Review, Analyze and Apply Data	Activity: **Data Analysis** District staff members will support schools with data analysis.	**Evidence:** Learning Community Day Agendas	$0

KCWP 5: Design, Align and Deliver Support **Strategy: Continuous Classroom Improvement**	District staff members will also collaborate with schools and teachers in data analysis focused on student growth. Specialized Instructional Programs department will continue to work with teachers at FES, FSMS, SES and LES to implement a new progress monitoring system for our RTI students. The department will begin the RTI process at FSMS.	**Members Responsible:** Specialized Program Consultant School Psychologists CIA's District Administrators Principals Assistant Principals Teachers	

March Progress Monitoring Notes:
FES: Progress Monitoring meeting take place in October, January, and May. Mrs. Bean frequently meets with teachers//interventionists to analyze student progress. In January we adjusted our progress monitoring schedule to give more instructional time between assessments. Monitoring tier 2 and tier 3 on the same schedule makes it easier to move students between groups and to analyze the progress of (especially) tier 2 students.
SES: Site visits, CIAs, progress monitoring meetings, and GT District team meetings are all centered on school growth as well as specific student growth and services provided.
LES: The RTI progress monitoring system was held at the beginning of February. Also, after data analysis, flexible grouping and/or acceleration classes will change.
FSMS: Teachers analyze data on a regular basis through PLC meetings. Further, data is analyzed along admin during PPMs. Teacher work together to monitor assessment data from CASE, STAR, and a range of summative data at the classroom level. This analysis provides data that drive the next steps of instruction, including relevant interventions. We are in the beginning stages of implementing a revised RTI process at FSMS with the help of the CO.
FSHS: Data analysis occurs weekly during PLC's as well as within common plannings when needed. A focus of what CCI is and looks like with FSHS is stressed throughout the year within Planning Period Meetings.

June Progress Monitoring Notes:
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October Progress Monitoring Notes:
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KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment **Strategy: Mentoring Program**	Activity: **Teacher Resource Support** The district will work with school leadership to provide a mentor teacher to teachers that need extra support to help develop necessary skills for the classroom and to engage in improvement of their instructional practices. Newly hired teachers will participate in New Teacher Orientation in the summer with follow-up support meetings throughout the school year.	**Evidence:** New Teacher Orientation Meeting Agendas Site Visit Discussions PLC Agendas/Notes **Members Responsible:** District Leadership	$7,500.00

			CIA's Human Resources	
		Teachers will participate in PLC's and planning period meetings to collaborate with other teachers.		

March Progress Monitoring Notes:

FES: We did not have any intern teachers hired this year. Teachers collaborate during PLC, Progress monitoring meetings and planning period to collaborate with other teachers

SES: The district learning team hosts a new teacher orientation in July, and then coaching sessions per quarter. This year, we had one new speech teacher.

LES: The new teachers at Lincoln participate in the mentoring program. The new teachers have also been involved with new teacher orientation and the B44 group that helps to provide extra support to improve the instructional learning environment within the classroom. The district-wide cohort of teachers who are new to the district is continuing to meet as well.

FSMS: Mr. Marsh meets with teachers bi-weekly in planning period meetings on Thursdays. During this time, he provides strategies and/or leads discussions about data and how it is driving instructional decision making. Each new teacher has been provided a mentor teacher and are the focus of more frequent walkthroughs.

FSHS: Mrs. Wood works with all teachers during Planning Period Meetings and teachers needing extra support are given a mentor teacher. Mrs. Wood meets with the newly hired teachers regularly during extra Planning Period Meetings. All new hires go through the New Employee District Orientation as well.

June Progress Monitoring Notes:

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October Progress Monitoring Notes:

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	KCWP 5: Design, Align and Deliver Support KCWP 2: Design and Deliver Instruction **Strategy: Professional Learning and Collaboration**	Activity: **Professional Learning** The district will continue to provide instructional support and professional development on which included content specific PD, formative assessment, engagement, and high yield instructional strategies such as Thoughtful Ed, Growth Mindset, Continuous Classroom Improvement, Writing Strategies, Literacy Strategies, Technology, etc. On Learning Community Days, teachers will collaborate to improve their professional practice. District Teaching and Learning Team will present a book study on Creating Strategic Readers. Teachers from the district will be invited to participate.	**Evidence:** New Teacher Orientation Meeting Agendas Site Visit Discussions PLC Agendas/Notes Professional Development LCD Agendas **Members Responsible:** District Leadership CIA's Principals Assistant Principals Teachers	$70,000

		March Progress Monitoring Notes: FES: FES PD this year has focused on Love & Logic. SES: SES professional learning is in several areas, with Trauma Informed Care, Growth Mindset, PLC work, Newsela, and especially with KDE to improve equity and access. LES: LES teachers previously filled out a Needs Assessment Survey to help to identify his or her professional growth needs for next year. The teachers are also provided professional development opportunities in conjunction with growth plans. The Lincoln teachers meet each Monday to collaborate on questioning and discussion techniques. During the last Learning and Community Day, J'Nora Anderson presented activities that would increase student engagement. FSMS: PD this year has focused on developing a Growth Mindset with Chip Southworth, designing differentiated lesson with Jennifer Sheffield, and implementing Schoology within the classroom with Krista Jackson. The remaining 6 hours of PD has been spent on analyzing student assessment data after school amongst content partners using the PDSA model. FSHS: Teachers were involved in PD prior to the start of the school year; Growth Mindset with Chip Southworth and Trauma Informed Care with Michelle Antle. Built in within the school year are after school sessions based around needs we, as admin, see or have been requested by teachers (i.e. Schoology, Literacy, Parent Communication). **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:		
		Activity: **Professional Learning Communities** District administrators will work with school leadership teams to implement effective Professional Learning Communities (PLC's) schedule at each building where teachers regularly meet to collaborate on instruction and assessment and to analyze data to make needed instructional changes.	**Evidence:** Learning Community Day Agendas **Members Responsible:** District Leadership CIA's Principals Assistant Principals Teachers	$0
	March Progress Monitoring Notes: FES: Meetings occur frequently to address student progress. Teachers, interventionists, Mrs. Bean and Mrs. Wright have conversations on a weekly basis about the progress/instruction of our students. SES: Our teachers have PLC time on Learning Community Days, monthly after school PLCs, and weekly PLCs led by admin using PDSA PLC protocol. LES: Our teachers meet once or twice a month after school to participate in planning for science, social studies, and writing instructional planning. They also meet each Monday in teams to explore more effective instructional strategies and on Friday in content planning meetings to plan for the next week's instruction. FSMS: Content partners collaborate every 2 weeks during PLC's to design common assessments and to analyze data in order to differentiate instruction. FSHS: Teachers at FSHS work within their PLC's every Friday morning to collaborate on instruction and look through common assessment data.			

June Progress Monitoring Notes:
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October Progress Monitoring Notes:
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KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support **Strategy: Learning Networks**	Activity: **Learning Community Days** The district will provide a time for teachers (via Learning Community Days) for teachers to participate in learning networks to develop a vertical, standards-aligned curriculum, learn high-yield instructional strategies, create a balanced assessment system, and monitor student progress that is needed to raise individual student achievement. Reflection analysis as well as follow-up visits will be conducted to gauge effectiveness and to determine differentiated next steps. Simpson County Schools will host a SCS TeachMeet on March 8, 2019 during a Learning Community Day.	**Evidence:** Learning Community Day Agendas **Members Responsible:** District Leadership CIA's Principals Assistant Principals Teachers	$3800.00

March Progress Monitoring Notes:
FES: Learning Community Days this year have focused on progress monitoring, Love & Logic training, writing standards, and first grade readiness skills. Mrs. Bean worked with the CIA team to plan and implement the Wildcat Summit taking place on March 8. Following the summit sessions, FES teachers will meet to share/provide feedback about what they learned. Mrs. Bean will have plus/deltas to bring back to the CIA group.
SES: We have had monthly writing scrimmages that include a redo and reteach system for those falling behind. We have implemented Run the RACE in all grades this year, and provided teachers with PD and coaching on this method, as well as materials such as posters and powerpoints.
LES: Lincoln teachers continue to collaborate and work on writing and instructional strategies during the Learning Community Days. Some type of reflection analysis is planned each time we meet in one or more subject areas.
FSMS: CIA's across the district work to bring together departments from each school to vertically align and work through the curriculum and each PLC group has been working on curriculum maps and aligning those department-wide as well.
FSHS: CIA's across the district work to bring together departments from each school to vertically align and work through the curriculum and each PLC group has been working on curriculum maps and aligning those department-wide as well.

June Progress Monitoring Notes:
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	FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment **Strategy: School Transitions**	Activity: **Activities** The district will continue to implement Learning Community Days that will focus on transition data between each school. The district Leadership Team will continue to focus on establishing vertical learning with school and leadership staff members for all levels.	**Evidence:** LCD Agendas Student Spreadsheets Behavior Data **Members Responsible:** Principals District Leadership Team School Counselors School Social Workers	$0
	March Progress Monitoring Notes: FES: Kindergarten students visit SES each spring to become acclimated with the building. Special education teachers from FES and SES meet to collaborate transitions, IEPs, 504s, and other data. SES: Transition meetings are being scheduled with Mrs. Fairman and Mrs. Pais, as well as a transition readiness for each student using benchmark goals for parents, admin, and teachers. We will use other methods of communicating behavior and academics to the next principal as well as an online portfolio writing piece sample. LES: We will continue to prepare for end of the year transition meetings of students coming to Lincoln and students going to the Middle School. The CIAs at each school will also meet to transfer data of students and help in placing students into advanced or intervention classes. FSMS: CIA's meet to discuss data with transitioning schools in order to best place students for the upcoming school year. District leadership also designs next grade level tours during the spring. FSHS: Teachers are given time, resources, and personnel to build classroom instruction and assessment within each LCD. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			

		Activity: **School Readiness** District leadership staff and FES staff will meet with their early childhood providers to get to know the incoming Kindergarten students and needs. The school readiness definition and information will be disseminated to early childhood providers, parents, and community members. An action plan will be developed for disseminating results of the K screener to parents, early childhood providers, and community members. The district and FES administration will collaborate with the Early Childhood Council to promote Kindergarten readiness. All kindergarteners will be assessed using the common statewide Brigance screener. The data will be used to plan for next steps of instruction for Kindergarten students.	**Evidence:** Meeting agendas RTC Staff Collaboration Brigance Data **Members Responsible:** District Leadership CIA's FES Administration FES Staff	$5,000.00
KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment **Strategy: Transitions Ready**				

March Progress Monitoring Notes:
FES: 2019-2020 Little Cats Program specific to the entering Kindergarten students is underway. The first meeting was Feb. 21. The next meetings are March 21 and April 25. FES is part of multiple community focused events on Kindergarten Readiness.
SES: N/A
LES: N/A
FSMS: N/A
FSHS: N/A

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October Progress Monitoring Notes:
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KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support **Strategy: Writing Instruction**	Activity: **Literacy Initiative** District leadership staff will monitor the literacy program in each school through evidence in the writing program documentation, KPREP scores, CASE Data (Grades 3-8), and STAR assessments. Gaps in literacy performance will determine professional development needs within each school. Vertical curriculum alignment meetings with ELA/Reading teachers will focus on critical skills needed at each area and calibrating instruction to the standards. Adjustments will be made through monitoring of unit plans, pacing guides, and/or weekly overviews. Teachers will also have the opportunity to participate in a Creating Strategic Readers Cohort.	**Evidence:** Writing Plan Feedback Writing Plan PD Writing Blitz Schedules Weekly Overviews District Curriculum Map School Site Visit Agendas LCD Day Agendas **Members Responsible:** District Leadership CIA's Principals	$1050.00

			Assistant Principals Teachers	

March Progress Monitoring Notes:

FES: Analysis of Brigance, STAR scores, writing samples, Oral Reading Fluency, DIBELS, etc. are reviewed to determine next steps for focusing instruction. We will continue to focus on our writing protocols and one writing piece per student will be added to our district writing drive this spring.

SES: Monthly we celebrate students who have made gains according to successmaker in reading, as well as those working at the highest level. We celebrate those students who have the highest AR points as well. Teachers do classroom rewards for students who meet reading goals. Our next grade readiness includes literacy benchmark data such as fluency and comprehension. Teachers have been trained on Newsela to increase focus on non-fiction.

LES: Three LES teachers participated in the Strategic Reader's Cohort. Also, a group of teachers attended Abell & Atherton on-demand training. According to CASE results, teachers could use more support in teaching students to read nonfiction texts. This will be a focus for summer PD and for next year's embedded professional learning.

FSMS: Teachers have used CASE assessment data to analyze student literacy.. ELA teachers have noticed students not performing as well in poetry and non-fiction through the first two benchmark assessments. Planning period meetings have focused on literacy and closing the gaps during our bi-weekly meetings with the CIA.

FSHS: The teacher leaders aided in reading through and revising the Writing Policy at FSHS and all teachers received a copy of the writing expectations across curriculum. Using past KPREP data and scrimmage data from classroom assessments, teachers are working to build writing capacity within their classroom through integrated literacy in their instruction. ELA teachers are looking for a vertical meeting sometime in the coming year to discuss writing and vertically aligning the expectations from grade to grade.

June Progress Monitoring Notes:
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KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support **Strategy: Math Instruction**	Activity: **Math Initiative** District and school leadership will support staff members in analyzing math assessments such as KPREP, CASE Data (Grades 3-8), STAR, common, formative and summative assessments to determine gaps and inform instructional improvements. District and school leadership will also support teachers in developing lessons, suggest remediation strategies, review weekly overviews, and/or curriculum maps that address KAS, NGSS and Core Content Standards. Simpson Elementary will participate in the Math Achieve Grant.	**Evidence:** Weekly Overviews District Curriculum Map School Site Visit Agendas LCD Day Agendas **Members Responsible:** District Leadership CIA's Principals Assistant Principals Teachers	$0

March Progress Monitoring Notes:

	FES: We continue to implement AIMS Web for Math benchmarks and progress monitoring this year. AIMS Web data is discussed during our progress monitoring meetings 3 times/year. AIMS web data is analyzed every three weeks to make sure students are progressing and receiving the correct instruction. SES: We have implemented AIMSWEB for biweekly progress monitoring of math calculation and math reasoning. Through our MAF grant, we have a math team with goals toward improving math proficiency school wide and number sense measures. We have 6 teachers who have received 10 days of training in math instruction through KCM, and we provide those teachers time to share and collaborate with others to build pedagogy and resources. LES: Over the last several months, all of my non tenured math teachers have attended trainings presented by the Kentucky Center for Mathematics concerning foundational skills, fractions, and multiplication/division. Four of the teachers have attended six days of training and two of them two days of training from KCM. FSMS: FSMS has administered the CASE Assessment and STAR Assessment twice so far, analyzed the results, and provided extra help for students not performing to expectation. Teachers met in PLC groups as well as during PPMs to look at this data and decide what the next steps are to best meet the needs of the students. Additionally, strategies for instruction and formative assessment are shared during PPMs as we continue to encourage teachers to use formative assessments regularly to guide instructional decision making. FSHS: The math department works weekly in PLC's to analyze data from formative and summative assessments to drive instruction. They will also take a look at STAR data and ACT data when those are made available after each administration. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data **Strategy: Math Grant**	Activity: **Advanc-ED Grant** Teachers and FSMS are participating in a math grant funded through Advanc-ED KY. Teachers support students through study groups after school. Students in 7th and 8th grade take the PSAT in early spring to identify students that might be academically prepared to take Pre-AP/AP classes upon entering high school.	**Evidence:** After School Tutoring Sign In Sheet **Members Responsible:** FSMS Administration FSMS CIA FSMS Math Teachers	$0
	March Progress Monitoring Notes: FES: N/A SES: N/A LES: N/A FSMS: 7th & 8th grade students will be taking the math portion of the PSAT on March 27th as part of the Advance-ED grant. This data will be used to help place students next year in math classes at FSMS, and the data will be shared with FSHS for the upcoming 9th graders. FSHS: While this is primarily within MS, HS admin and counselors do extensively look through the assessment data to determine placement for students, along with recommendations from the MS teachers.			

June Progress Monitoring Notes:
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	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support **Strategy: Enrichment Opportunities**	Activity: **Enrichment Opportunities** Students who are already meeting learning goals will be provided with extended opportunities to stretch learning through various activities such as enrichment classes, Edgenuity, AP classes, Advance Content Subjects, dual credit through SKYCTC, pull-out programs, classroom differentiation (cluster grouping) , and/or flexible groupings. GT/PTP coordinators are in place at SES, LES, FSMS to lead and monitor this work. Simpson County Schools GT Consultant, use of EDGE Makerspace, KAGE meetings, parent forums. Students also have the opportunity to participate in EDGE Academy through an application process.	**Evidence:** Exploratorium Schedules Class Schedules Cluster Groups Flexible Groups **Members Responsible:** District Leadership Principals Assistant Principals Teachers GT Lead Teachers	$0

March Progress Monitoring Notes:
FES: FES is providing Literacy Enrichment groups based on STAR Reading results. Mrs. Bean meets with this group 2 times/week to work on vocabulary, comprehension, and making connections with the text.
SES: We utilize Mrs. Wade and Mrs. Hughes to provide enrichment and extension in the higher flex groups, as well as other district and SES staff to provide Super Simpson classes based on student choice and interest.
LES: Several of our students participate in Enrichment classes as well as creativity for all students. We have 25 fourth graders and 25 fifth graders that attend Edge Academy.
FSMS: G/T students are grouped together during Wildcat time and rotated throughout all four subject areas. Additionally, FSMS offers Advanced classes in all areas (except Science). Plans are being made now to create a G/T Academy for next year to better serve these students. We have included a new G/T Art class this year as well. We are continuing to look for ways to encourage students to challenge themselves academically.
FSHS: As students progress through HS, they have the opportunity to take AP classes, Dual Credit courses, and apply to SKYCTC as a Senior. More options are being researched to better serve our GT students once they reach the HS level. One coming opportunity in the works is a Leadership Day for all GT Leadership students 4-12 to attend.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

	October Progress Monitoring Notes: FES: SES: LES: FSMS: FSHS:			
	KCWP 4: Review, Analyze and Apply Data **Strategy: Advance Opportunities**	Activity: **Advanced Placement and Dual Credit** District leadership will work with HS and MS leadership to analyze past Advanced Placement and dual credit data and determine guidelines to be used for future Advanced Placement and Dual Credit Courses.	**Evidence:** Class Schedules Student AP Enrollment Student Dual Credit Enrollment **Members Responsible:** District Leadership CIA's HS Principal HS Assistant Principals AP/Dual Credit Teachers	$0
	March Progress Monitoring Notes: FES: NA SES: NA LES: N/A FSMS: N/A FSHS: AP/Dual Credit teachers assess their success rates, their ability to work through the standards and curriculum to determine the focus and direction for the next year. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Activity: **Advanced Placement Training** District will commit to teacher training through attendance to AP Summer Institute Training for content teachers throughout the year. FSHS Teachers will be participating in Laying the Foundation Training during 2019-2020.	**Evidence:** Certified AP/Dual Credit Teachers **Members Responsible:**	$0

			District Leadership HS CIA HS Principal HS Assistant Principals AP/Dual Credit Teachers	
	Strategy: Advanced Placement Offerings			
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Activity: **Gatton Academy** The district will support and encourage participation in the Gatton Academy as students qualify.	**Evidence:** Counseling Appointments **Members Responsible:** Superintendent CAO District Leadership HS CIA HS Principal HS Assistant Principals HS Counselors	$0
	March Progress Monitoring Notes: FES: NA SES: NA LES: N/A FSMS: N/A FSHS: AP teachers attend AP trainings during the summer and any support trainings throughout the school year. All eligible students are encouraged to apply for Gatton and supported through the process. Currently, we have 2 students attending Gatton. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: 			
	KCWP 6: Establishing Learning Culture and Environment **Strategy: Parent Involvement**	Activity: **Parent Contact** The district and individual schools will develop and implement strategies to encourage parent/community members to become active partners and participate in school educational activities. activities may include but will not be limited to :	**Evidence:** Parent Night Agendas STEAM Showcase Logs Pictures	$0

		Parent/Teacher Conferences, Night of Innovation, EL Parent Support Night, Parent Nights, FSFA Night, College/Career Night, Freshman Orientation, the District STEAM Showcase, and Literacy and Math Nights, SBDM, One Call Automated system, Social Media feeds, and home visits.	**Members Responsible:** Superintendent Chief Academic Officer Principals Assistant Principals CIA's Teachers	
	March Progress Monitoring Notes: FES: FES works to encourage parents to come to school using Parent Teacher Conferences, School Orientation, School Plays for each student, Grandparents Day, PTO Events, every preschool student has home visits. SES: About 324 parents attended Feb conferences, as well as 160 parents came to our I Love Learning parent involvement event. We also use social media, twitter, facebook, newsletters, and one calls. We send home report cards quarterly and benchmark reports three times per year. LES: Approximately 225 parents attended conferences or communicated with teachers via email or phone. Our EL students participated in EL Parent Support Nights, Lincoln Elementary consistently communicates through social media feeds and one call announcements. Home visits have been made this quarter to discuss student progress or as a means of communicating special education services. Parents also attended our Parent Night where we handed out K-PREP scores, explained how to interpret the reports, and summarized the school results. FSMS: FSMS has held a parent night to discuss KPREP data as well as grade specific information for parents. Further, we regularly use a variety of means to help communicate with our parents, including the newsletter, ONE CALL, email messenger, and social media (mainly Facebook, Twitter, Remind). One focus for our staff is to increase the number of phone calls made home to parents as well. FSHS: Communication about parent events are included in emails, newsletters, daily announcements, Twitter, Facebook, and OneCall systems. Teachers also individually work to inform and invite parents to attend. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Activity: **Communicating Celebrations and Achievements** The district and schools will communicate through various media (websites, newspaper, School Messenger, radio spots, Parent Portal, daily e-mails, parent newsletters, social media) for the purpose of fostering individual school pride and leadership initiatives through celebrations of achievements and successes. This will increase a positive sense of accomplishment and personal recognition among, students, teachers, and administration which includes recognizing Leaders of the Month.	**Evidence:** Teacher schedules Newspaper articles Websites Emails **Members Responsible:** Superintendent DPP	$0

			Chief Academic Officer Teachers Students	

March Progress Monitoring Notes:
FES: FES utilizes school newsletters, the newspaper, our electronic sign in the front of the building, and social media to provide recognition to our students and staff.
SES: We host monthly Student Leadership Assemblies in which students are celebrated for academic, behavioral, and social achievements, monthly Leadership Receptions, and daily announcements, as well as requirements for positive parent phone calls and newsletters. We also have Teacher and Para of the Month celebrations.
LES: Information is communicated daily through Lincoln sign and weekly through school newsletters. Our students participate in radio spots. We have a monthly Honoring Excellence Celebration for selected student leaders. We also participate in monthly "Hype Rallies" that honor students and teachers to promote school pride and recognize student involvement. We also use our Facebook and Twitter accounts to share school news.
FSMS: FSMS regularly uses Facebook and Twitter to communicate and celebrate success. We also utilize our newsletter and ONE CALL systems to provide meaningful information to parents about the great things going on at our school.
FSHS: FSHS uses email, newsletters, Twitter, Facebook, website, personal phone calls, monthly PLC's, and OneCall to recognize students and staff and communicate important information to our community.

June: Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

Separate Academic Indicator

Goal 1:
Based on the 2017 KPREP results, all elementary and middle school students will improve the Science Index score from 61 to 66 for elementary students and 45 to 53 for middle school students by May 2020.
Goal 2:
Based on the 2017 KPREP results, all elementary and middle school students will improve Social Studies Index score from 69.3 to 74 for elementary students by May 2020.
Goal 3:
Based on the 2017 KPREP results, all elementary and middle school students will improve Writing Index score from 61.8 to 66 for elementary students and 83.2 to 88 for middle school students by May 2020.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment	● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Funding
Objective 1: To increase the number of elementary students scoring Proficient and Distinguished from 37.9% to 40% by 2019 in Writing on the KPREP assessment.	KCWP 2: Design and Deliver Instruction **Strategy: Writing**	Activity: **Writing** All teachers in the district will use the organizer, Run the Race, to guide writing instruction. Students will have experiences in Writing to Learn, Writing to Inform, and Writing to Persuade.	**Evidence:** Learning Community Day Agendas **Members Responsible:** District Leadership Principals CIA's Content Area Teacher Leaders Classroom Teachers	$0
	March Progress Monitoring Notes: FES: Our students write to learn, persuade, and inform using dictation, drawings, writings, and digital sources as defined by our ELA Standards. SES: Run the Race implementation, coaching, writing scrimmages, score tracking, and writing portfolio expectations ensure students have experiences in writing to learn, inform and persuade. LES: Mr. Perdue came and shared with the B44 group of how the organizer was used in his math classroom. All classrooms have a poster with the organizer so students may consistently use it in all academic areas. School administration has been visiting classrooms to lead live scoring sessions as well.			

FSMS: Teachers turn in monthly writing samples during planning period meetings demonstrating student progress on short answer and extended response items using the "Run the Race" organizer.

FSHS: While the expectations in writing are similar, there are differences at the HS level and teachers have not embraced or been trained on "Run the Race." As a school, we have discussed writing across curriculum, the common languages we use, and specifics for students to replicate when trying to write under a time constraint.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

KCWP 2: Design and Deliver Instruction **Strategy: Writing**	Activity: **Writing Policy** Each Simpson County School will revise their writing policies to submit to KDE for approval. Students (K-12) will complete an electronic Google Writing Portfolio.	**Evidence:** Writing Policy Documents **Members Responsible:** Superintendent Chief Academic Officer Instructional Supervisor CIA's Teachers Students	$0

March Progress Monitoring Notes:
FES:The Elementary Writing Policy was approved by our SBDM Council. This policy went into effect January 2019. A student writing piece will be added to the district electronic writing folders this spring.
SES: We recently revised and updated the Elementary Writing Policy, and it went into effect as of January 2019.
LES: The Elementary Writing Policy was revised by the SBDM Council after two readings. The revised policy went into effect in January 2019. Teachers are in the process of beginning to add writing pieces to the Google folders.
FSMS: Our writing policy was approved by the SBDM this winter and went into effect in January 2019. Teachers are currently adding writing pieces to the Google folders.
FSHS: The HS writing policy was developed and revised by Teacher Leaders and then approved by SBDM council. The revised policy went into effect in January 2019.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:

| | | FES:
SES:
LES:
FSMS:
FSHS: | | |
| | | | | |

| | KCWP 5: Design, Align and Deliver Support

Strategy: Instruction | Activity: **Instructional Strategies**

Simpson County Teachers will implement instructional strategies in all contents. Specifically in the areas of Science, SS, and Writing.   Those strategies can include but are not limited to Kagan Engagement Strategies, Thoughtful Education, and Literacy Strategies. | **Evidence:**
Weekly Overviews
PD's
Walkthroughs

Members Responsible:
Superintendent
Chief Academic Officer
Instructional Supervisor
CIA's
Teachers
Students | $1500.00 |

March Progress Monitoring Notes:
FES: FES teachers follow the district writing plan.
SES: Teachers report monthly to admin team and teammates on instructional high yield strategies that they have implemented, as well as provide data that helps the PLC reflect on the implementation of the strategy.
LES: The teachers are meeting each Monday to discuss questioning and discussion strategies to promote increased student engagement. The teachers also designed rubrics in these areas after the last learning checks. Once the rubric was agreed upon, a group of teachers from both grade levels graded the written portion of each learning check.
FSMS: Teachers have a "strategy of the month" meeting with Mr. Marsh where they bring in student examples and reflect on the implementation of the strategy. Most strategies have been centered on "movement" and "discussion" thus far. Our current strategy for the month of March is "Knowledge Ladders."
FSHS: Teachers meet in PLC's weekly to discuss strategies, data, assessments, and next steps. As needs arise for PD or support in further strategies, admin takes the charge to make that happen.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

| | KCWP 5: Design, Align and Deliver Support | Activity: **Professional Learning** | **Evidence:**
Meeting Agendas | $8000.00 |

	KCWP 2: Design and Deliver Instruction **Strategy: Professional Learning**	The district will continue to provide instructional support and professional development on topics such as content specific PD, formative assessment, engagement, and high yield instructional strategies such as Thoughtful Ed, Growth Mindset, Continuous Classroom Improvement, Writing Strategies, Technology, etc. SS Consultant will work with teachers at LES on Learning Community Days. Abel and Atherton Consulting will provide Writing Professional Development focused on On-Demand Writing skills for teachers 3rd-12th.	Site Visit Discussions PLC Agendas/Notes Professional Development LCD Agendas **Members Responsible:** District Leadership CIA's Principals Assistant Principals Teachers	
	March Progress Monitoring Notes: FES: FES teachers are using instructional strategies in reading classes such as Thoughtful Ed and Kagan Strategies. SES: Teachers have used Abel and Atherton materials to implement writing strategies for writing to learn and writing to demonstrate learning. LES: Dr. Jana Kirchner has met with the Social Studies teachers to help with the Economic unit. Several of our teachers attended the on-demand writing skills training. FSMS: Teachers were given training at the beginning of the year on Growth Mindset, Schoology, and Gifted and Talented. We have developed plans for our professional development model to look similar to FSHS for next year where teachers can develop a plan for 6 hours of individualized PD. Teachers attended the Wildcat Summit on March 8, 2019 and were exposed to a variety of professional development opportunities. FSHS: Teachers were given the option of getting 12 hours on their own, after approval, during the summer of 2018. Those hours revolved around needs teh teachers had and work they needed to do to improve their classrooms. At the beginning of the year, teachers met altogether to discuss Trauma Informed Care and Growth Mindset. Throughout the year, teachers are given a "menu" of options to choose from to satisfy the last of their hours, if needed. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
Objective 2: To increase the number of elementary students scoring Proficient and Distinguished from 69 to 73 in Social Studies on the KPREP assessment.	KCWP 1: Design and Deploy Standards **Strategy: Curriculum Mapping**	Activity: **SS Standards** Once new KDE Standards have been approved, SS teachers will begin curriculum mapping and working with grade level partners and vertical content partners.	**Evidence:** Meeting Agendas Site Visit Discussions PLC Agendas/Notes Professional Development LCD Agendas	$0

			Members Responsible: District Leadership CIA's Principals Assistant Principals Teachers	
	March Progress Monitoring Notes: FES: FES teachers will use future LCD days for SS mapping. SES: KDE standards are not approved, but many of our teachers attended a training on inquiry based learning as a foundation for learning new SS curriculum standards. LES: Dr. Jana Kirchner has met with the Social Studies teachers to help with the Economic unit. Several of our teachers attended the on-demand writing skills training. FSMS: SS teachers are meeting with Dr. Kirchner on March 7th to begin analyzing the new standards and also develop a pacing guide. FSHS: SS department members have already discussed plans they have for working this summer on curriculum maps and aligning standards within their lessons and assessments. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
Objective 3: To increase the number of elementary students scoring Proficient and Distinguished from 61 to 64 for elementary students and from 45 to 50 for middle school students in Science on the KPREP assessment.	KCWP 5: Design, Align and Deliver Support KCWP 2: Design and Deliver Instruction **Strategy: Professional Learning**	Science teachers from LES and FSMS will participate in Primser Training. Teachers will continue to implement two Through Course Tasks from KDE resource site. Teachers will visit other schools in the region to collaborate. Students at FSMS will receive an enrichment Science class during Wildcat Period.	**Evidence:** Meeting Agendas Site Visit Discussions PLC Agendas/Notes Professional Development LCD Agendas **Members Responsible:** District Leadership CIA's Principals Assistant Principals Teachers	300,000

	March Progress Monitoring Notes: FES: FES teachers visited Cumberland Trace Elem. and Richpond Elem. in Warren County in Jan. 2019. SES: Teachers use TCTs in science as formative assessments. LES: Teachers attended Pimsert Training on March 7, 2019. FSMS: Student identified as G/T in the 7th grade are receiving an additional 9 weeks of science instruction during their Wildcat period. All science teachers are continuing to implement TCT's once a semester at FSMS. FSHS: Science department have aligned their work to meet the needs of the students and standards. They implement a TCT once a semester and collaborate with each other to build the science curriculum. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:	

Gap

Goal: (**SES and FSHS TSI Identification**)
Increase the Index score for students with disabilities scoring proficient on the KPREP for elementary students in reading from 18.9 to 20, for middle school students from 17.5 to 19.5 and 0 to 5 for high school school students by 2020.
Increase the Index score for students with disabilities scoring proficient on the KPREP for elementary students in math from 13.3 to 15.3, for middle school students from 7.0 to 9.0, and 20 to 25 for high school students by 2020.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the number of GAP students scoring Proficient and Distinguished on the KPREP in Reading and Math from 44.7% to 65.7% for elementary students, 41.0% to 63.4% for middle school students, and 44.7% to 65.7% for high school students in Simpson County Schools by 2019.	KCWP 4: Review, Analyze and Apply Data **Strategy: Academic Support Program**	Activity: **Progress Monitoring** Progress monitoring meetings will be held multiple times throughout the year to monitor students' progress toward benchmark. Schools will implement electronic data tracking and data walls to monitor student progress.	**Evidence:** Progress Monitoring Meeting Schedules **Members Responsible:** District Leadership Principals Assistant Principals CIA's Teachers School Psychologists		$0
	March Progress Monitoring Notes:				

FES: Progress monitoring meetings are held quarterly with all members of a student's education support team to discuss progress and next steps. DIBELS measures are used to measure progress every 3 weeks for tier 3 students and for tier 2 students. AIMSWEB is used to measure progress for math every 3 weeks as well.. Tier 3 and tier 2 data is analyzed after each progress monitoring with adjustments to groupings/instruction being made when needed. Students are moved among intervention groups based on their instructional needs. Dates are documented on tier progress spreadsheets.

SES: We progress monitor math calculation and reasoning monthly, progress monitor intensive students in math and reading as assigned by our progress monitoring meetings, and quarterly benchmark assessments to guide our next grade ready.

LES: Our last progress monitoring meeting was held in January. Students not making progress over time this year will be referred for special education testing with parent consent.

FSMS: Mrs. Maxwell and the CIA will meet in mid-March with intervention teachers to discuss the progress monitoring process. Data will be collected weekly, and a follow up meeting with Mrs. Maxwell will occur every 6 weeks.

FSHS: Progress monitoring meetings are held weekly (every Thursday) through our Student Support Team. Students include GAP students, as well as students with multiple failing grades. This year, FSHS tracked SPED students in STAR and ACT practice data on a data wall located in Mrs. Wood's office to aid in monitoring their progress and working to improve their scores on the ACT as Juniors.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

| KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

Strategy: Response to Intervention | Activity: **RTI Process**

Elementary schools and middle school will be involved in a RTI Process for targeting students who are struggling academically and at risk behavior. These students will participate in weekly progress monitoring to drive decisions for special programs. | **Evidence:**
RTI Process Documentation
School Psychologists
School Meeting Schedule

Members Responsible:
District Leadership
Principals
Assistant Principals
Teachers
School Psychologists | | $0 |

March Progress Monitoring Notes:
FES: Progress monitoring meetings are held quarterly with all members of a student's education support team to discuss progress and next steps. DIBELS measures are used to measure progress every 3 weeks for tier 3 students and for tier 2 students. AIMSWEB is used to measure progress for math every 3 weeks as well.. Tier 3 and tier 2 data is

analyzed after each progress monitoring with adjustments to groupings/instruction being made when needed. Students are moved among intervention groups based on their instructional needs. Dates are documented on tier progress spreadsheets.

SES: We use the RTI model for SCS to determine students needing a special ed referral, cognitive screener, vision testing, hearing testing, behavior modifications, etc. in order to remove any barriers students may have in learning.
LES: After the progress monitoring meeting, the committee looked at student progress or lack of progress and determined next steps for the classroom. Several students will also be assigned acceleration classes. For those students not making any progress, a special education referral will be considered and meetings scheduled.
FSMS: Currently, FSMS offers Reading and Math intervention for students falling into Tier 3 in those subjects respectively. Students are able to demonstrate growth on the STAR test to determine if he/she can be moved out of the intervention. We also have a Tier 2/3 behavior team that meets quarterly to identify students not meeting behavior standards and to discuss strategies for serving them. We utilize PASS as a means to serve some of our more challenging behavior students.
FSHS: N/A

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

| KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

Strategy: GAP Reduction Analysis | Activity: **Student Achievement Analysis**

FSHS, FSMS, LES, and SES Leadership will analyze student achievement by gap groups, relative to state (KPREP and ACT) and school assessments to determine needs in Reading, Math, Science, Social Studies and Writing. Data will be utilized to determine next steps. | **Evidence:**
Site Visit Agendas/Notes
Planning Period Meetings
Guided Planning Meetings
Admin Meetings

Members Responsible:
District Leadership
Principals
Assistant Principals
CIA's
Teachers | | $0 |

March Progress Monitoring Notes:
FES: NA
SES: For each CASE or learning check, we analyze GAP group progress and achievement compared to STAR and KPREP.
LES: Data for K-PREP was disaggregated into GAP groups and decisions were considered for the school to offer tutoring, acceleration classes, and extra adult support in the classrooms. Also, CASE assessments were also looked at per academic area and teachers developed a next steps approach in designing instruction for those standards not being mastered with particular attention being paid to students in those gap groups.

FSMS: CASE and STAR assessments were analyzed by teachers in PLC groups and during planning period meetings to determine which students need intervention. Teachers utilize our FLEX schedule as a means to respond to this data, as many teams draft students into certain FLEX classes so as to work with students on certain skills as identified by the data.

FSHS: Freshmen are placed in intervention classes (Math or Reading) based on STAR and Explorer scores from the end of 8th grade; 10th-12th grade students are placed in intervention academic times (30 minutes daily) based on classroom performance/assessments and CCR needs.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support **Strategy: GAP Reduction Analysis**	Activity: **Camp Little Cats** Preselected students in grades K-3 will participate in Camp Little Cats for a three week period. Camp Little Cats will be at Simpson Elementary during July 2018. Camp Little Cats is designed to close the achievement gap in students that are at least two grade levels below grade level in reading.	**Evidence:** Camp Little Cats Agenda Camp Little Cats Schedule Camp Little Cats Mailings **Members Responsible:** Instructional Supervisor GT Coordinator CAO Camp Little Cats Support Staff	$22,200.00
KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Activity: **Instructional Modifications** District, FSHS, FSMS, LES, SES and FES leadership will implement a review process for making ongoing modifications to instruction relative to student data. School PLC's will frequently analyze data to make instructional decisions to help students be successful.	**Evidence:** Site Visit Agendas/Notes Planning Period Meetings Guided Planning Meetings Admin Meetings **Members Responsible:** District Leadership Principals Assistant Principals CIA's Teachers	$0
March Progress Monitoring Notes:			

	FES: : DIBELS and AIMS Web are used for benchmark date 3 times/year. This data is used to ensure students are in the appropriate instructional groups. DIBELS and AIMSWEB are also used to progress monitor students every 3 weeks (tier 3) and (tier 2). Progress monitoring scores are reviewed to see if students are making necessary progress.This data is used to move students among flexible groups. Student groups are documented on progress monitoring spreadsheets. SES: Site visits, CASE assessment item analysis reports, monthly PLC protocols and standards based grading provide areas for instructional modifications. LES: Site visit was held on February 12th and analyzed CASE data was discussed. We also discussed how 4th and 5th grade reading needed to focus on informational text. The 4th grade math still needed help with extended responses and 5th grade math struggled with adding and subtracting of fractions. We looked at the Social Studies extended responses and how students did not grasp how to apply economic vocabulary. Plans for reteaching this content were developed. FSMS: Teachers meet every other week in content level PLCs where they analyze data and determine next steps. Further, Mr. Marsh and Mr. Grover discuss data from assessments such as CASE and STAR during their bi-weekly PPMs. The use of data to drive decision making has become a focus of FSMS. FSHS: Teachers meet every Friday morning (and one Wednesday a month) from 7:45 - 8:30 within their PLCs to analyze student data and instructional strategies. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:		
	KCWP 3: Design and Deliver Assessment Literacy KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment **Strategy: Progress Monitoring**	Activity: **Analyze Non-Cognitive Data** District and School Leadership will identify non-cognitive data such as attendance, behavior and retention. Data will be reviewed on a quarterly basis via quarterly report and school site visits. The DPP will monitor attendance and help create truancy diversion programs at each school.	**Evidence:** School Site Visit Agendas Truancy Meetings DPP Reports **Members Responsible:** District Leadership Principals Assistant Principals DPP Attendance Clerks School Social Workers	$0
	March Progress Monitoring Notes: FES: Attendance data is reviewed each week and parent contacts are made for students with attendance concerns. FES also holds monthly Truancy Diversion Meetings to review attendance data. SES: Our quarterly report and site visit information allows for us to reflect on our school data without bias with those outside of our school They help as questions to review the data and provide feedback on improvements that are needed.		

	LES: PBIS meeting was held on February 13th and student discipline infractions had increased by 29 events from the same time during the last school year. Several of our increased occurrences were contributed to misuse of technology and bus referrals. Our monthly attendance meeting was held on February 12th and four students will be called because the parents have used all parent notes and from this point, the child must have a doctor's excuse or have a discussion with the principal. Our attendance remains steady at 95% FSMS: Monthly attendance meetings with Mr. Kilburn and members of the FSMS admin team ensure clear communication about truancy. Further, Mr. Kilburn meets quarterly with our PBIS team to review behavior data and identify problem areas. This data is also discussed monthly during faculty meetings so that our entire faculty is aware and on the same page. The admin team discusses behavior data each Monday at a regularly scheduled leadership meeting. FSHS: Monthly attendance meetings are held with the DPP, counselors, Mr. Dobbs, Mrs. Johnson, and Mrs. Mefford. We ensure parents are contacted when their child has 5 unexcused absences. District PBIS team meets once a semester with the DPP to analyze behavior data, as well as discuss solutions and potential next steps. FSHS admin looks at behavioral data weekly and shares that information with teachers quarterly. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:		
	KCWP 6: Establishing Learning Culture and Environment **Strategy: Staffing**	Activity: **Staffing Assignments** District, FSHS, FSMS, LES, ES, and FES administration will determine the assignment of staff to best serve the identified students.	**Evidence:** Staff Assignments **Members Responsible:** District Leadership Principals Assistant Principals	
	March Progress Monitoring Notes: FES: NA SES: not applicable at this time LES: Not applicable at this time FSMS: Not applicable at this time FSHS: Once budget is finalized, admin discusses any issues and/or staffing changes, what areas have specific needs, and will work through staffing assignments. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			

	October Progress Monitoring Notes: FES: SES: LES: FSMS: FSHS:				
	KCWP 1: Design and Deploy Standards KCWP 5: Design, Align and Deliver Support **Strategy: Curriculum Resources**	Activity: **Instructional Materials** An inventory of instructional resources will be reviewed and monitored annually to make sure individual schools have adequate research based programs, curriculum, and technology resources in order to complete the instructional process. The list of resources will be shared with the schools.	**Evidence:** CIA Meetings/Agendas School Site Visits **Members Responsible:** District Leadership CIA's Principals Assistant Principals		$0
	March Progress Monitoring Notes: FES: Instructional Materials are reviewed annually to determine if adequate resources are available to the school. SES: We will conduct the annual review in May, but we are beginning to discuss the impact of the programs, curric, and tech resources now that are effective and necessary for 19-20 LES: On the current Needs Assessment, teachers stated resources that are consistently used in his or her classroom. Prior to this school year, resources were reviewed for effectiveness with student achievement. Our technology base is now 1-1 at Lincoln. FSMS: FSMS just completed a Needs Assessment for each team. These will be discussed at the next SBDM meeting and submitted to the Board of Education for review. FSHS: All departments in the building assess their instructional resources and needs at the end of each school year and even periodically throughout the year to ensure the most effective materials and resources are available for student achievement. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:				
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction **Strategy: GAP Equity**	Activity: **Core Curriculum** All students regardless of test scores or population group identification will have access to the same core curriculum. Teachers who have students with disabilities will work collaboratively with Special Education Teachers to implement individual education plans. Individual educational plans will be implemented and	**Evidence:** Student Schedules **Members Responsible:** District Leadership Principals		$0

		differentiation will be evident in lesson plans. All staff will increase ownership and outcomes of students with disabilities.	Assistant Principals CIA's Resource Staff		
	March Progress Monitoring Notes: FES: All students have access to core curriculum in all subject matters. SES: All students have access to core content areas. LES: All students at LES have access to the same core curriculum unless IEP states differently. FSMS: All students at FSMS have access to core curriculum in all content areas. We are working to develop even more common assessments to help ensure students on either team are exposed to the same standards. FSHS: All students have access to core curriculum in all content areas. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:				
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy **Strategy: ELL Intervention**	Activity: **EL Services** EL instructor will work with students in core academic subjects, providing accommodations and individual instruction within the mainstreamed classroom and in pullout settings when necessary. EL Parents will be invited to attend a parent night. Specialized Programs Department purchased an online translation support program to assist with translation in native languages.	**Evidence:** EL Teacher Schedules **Members Responsible:** District Leadership Principals Assistant Principals Teachers EL Staff		$13,182.00
	KCWP 5: Design, Align and Deliver Support **Strategy: Support Services**	Activity: **Programs and Services** The district will offer programs to reduce barriers to learning (Backpack program, FRYSC services, nursing services, EL services, preschool program , full day kindergarten, ESS services, Camp Little CATS, Little CATS, Jump Start Academy, Lions Club Screening, Partnership with Head Start, Tutoring at Heritage Center, and Tutoring at Boys and Girls Club, etc.)	**Evidence:** Program Agendas Participation Pics/Sign In Sheets/etc. **Members Responsible:** Specialized Instructional Programs Consultant		$0

			Principals CIA's School Staff Community Service Providers		
	March Progress Monitoring Notes: FES: Identified ELL Students receive support in core academic subjects within the mainstream classroom. SES: We work with Mrs. Hughes and our family resource center, as well as Mrs. Chaney to provide supports to those who need resources for basic care and needs in order to decrease or remove barriers to learning and offer a more equitable chance at proficiency. LES: We currently have access to the translation support program to assist in communication with EL parents. We also have access to a translator if needed for any meetings in which English is not their primary language. Our new Family Resource Center Director began in January and is currently assisting students with the Backpack program and working with families to decrease barriers with attendance issues. She is an integral part of our Administrative Staff and is currently helping with our PBIS program. FSMS: All ELL identified students receive support in mainstream classrooms, academic time, and support classes; all students have equal opportunities with FRYSC, school nurse, ELL services, backpack program, etc. FSHS: All ELL identified students receive support in mainstream classrooms, academic time, and support classes; all students have equal opportunities with FRYSC, school nurse, ELL services, backpack program, etc. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:				
	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data **Strategy: Intervention Data Tracking**	Activity: **Tracking Sheet** Each school will develop and follow a school tracking sheet for all students who math and reading skills are below grade level. Schools will utilize the ESS waiver and/or other appropriate resources. Gap students will be monitored through a spreadsheet to track progress in reading, math, behavior and other areas of concern.	**Evidence:** Tracking Sheets **Members Responsible:** District Leadership Principals Assistant Principals Teachers Intervention Staff		$0
	March Progress Monitoring Notes:				

	FES: Our progress monitoring data provides data for all students below grade level as well as dates of participation in groups. GAP student data is included in progress monitoring spreadsheets. SES: We have a next grade ready tracking sheet and system, as well as a writing tracking system. LES: This is tracked through acceleration and spreadsheets to help with transitional purposes by the CIA. Also, we have an after school tutoring program to help students who are not mastering math and reading standards. FSMS: All assessment data is tracked for each student on a spreadsheet by the CIA for reading and math. Additionally, our students have access to after school tutoring on Tuesdays and Thursdays. FSHS: SST maintains a spreadsheet monitoring students and their progress in reading, math, behavior, etc. All students have access to before and after school tutoring, as well as many have opportunities for credit recovery after school. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data **Strategy: Intervention Programming**	Activity: **Intervention Support** The district will utilize technology for interventions to address individual students' reading and writing needs through support programs such as Read 180, IXL, Systems 44, AIMS Web, TenMarks, IRead, Dreambox, Whooo's Reading, Imagine Learning, Rosetta Stone, and SuccessMaker.	**Evidence:** Student Schedules Tier Progress Data (Student) Progress Monitoring Meetings **Members Responsible:** District Leadership Principals CIA's Teachers Intervention Staff		$0
	March Progress Monitoring Notes: FES: FES utilizes IXL and iRead for all students One of our teachers recently participated in a pilot for SuccessMaker and presented about it at the Wildcat Summit. SES: We use our interventionists Mrs. Banton and Mrs. Kilburn to provide interventions to all grades, as well as supplemental tools that allow for small group teaching and teachers to provide tier 2 and tier 3 instruction. These supports are IRead, SuccessMaker, and Aimsweb. LES: LES continues to use Dreambox in which students are expected to complete at least five lessons weekly and Whooo's Reading in which students are to read at least 2 nonfiction and 5 fiction books for the quarter and there is a hierarchy of prizes for those who go above the minimum expectations. Students in the reading acceleration classes use System 44 or Read 180. FSMS: Math and Reading interventions currently use Read 180, Systems 44, TenMarks and IXL to support students. FSHS: Students in need of reading and/or math intervention are placed in Read 180, Systems 44, or Catch-up math. Teachers also utilize IXL and other web-based interventions within their classroom and academic time.			

	June Progress Monitoring Notes: FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment **Strategy: Community Support**	Activity: **Tutoring at Boys and Girls Club** The district will provide HS peer mentors for students at the Boys and Girls Club three to four days a week to provide support services in the areas of Reading and Math. Program effectiveness data will be analyzed through STAR benchmarks, and progress monitoring data.	**Evidence:** Tutoring Assignments STAR Reports Progress Monitoring Data **Members Responsible:** Boys and Girls Club Leadership Specialized Instructional Programs Consultant Boys and Girls Club Teacher CIA's	$15,300.00
	March Progress Monitoring Notes: FES: NA SES: Several of our students receive tutoring at the Boys and Girls Club, as well as have access to Successmaker and AR. LES: We have several students who attend the Boys and Girls Club to receive tutoring and they also have the opportunity to do Dreambox and Whooo's Reading at the Club. FSMS: Middle school students who attend the Boys and Girls Club receive tutoring from high school students. FSHS: Students from FSHS collaborate with the Boys and Girls Club as support within their peer mentoring program. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES:			

	FSMS: FSHS:				
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support **Strategy: Student Support Services at FSHS and FSMS**	Activity: **Support Teams** Identify students whose core academic area skills are below grade level will have an intervention plan for assistance in mastering core skills. FSHS will utilize the ESS waiver and/or other appropriate resources. Gap students will be monitored through students support team meetings to track progress in all four core areas, behavior and attendance. Students at FSMS are offered student support services during flex and wildcat time. LES has an acceleration program to support students in the 25% and below.	**Evidence:** Student Success Meetings w/Resource Teacher Student Data **Members Responsible:** Specialized Instructional Programs Consultant HS Principal HS Asst. Principal Teachers MS Principal MS Asst. Principal CIA's Resource Teachers		$0

March Progress Monitoring Notes:
FES: NA
SES: We have tier 2 and tier 3 flex times for both reading and math built-in to daily instruction to target the needs of struggling students.
LES: The acceleration program serves students in reading and math and especially the GAP populations that are below the 25th percentile.
FSMS: Students performing at tier 2 or 3 status receive additional supports during their Wildcat or Flex class everyday. Teachers are able to draft new students every 2 weeks to support during these periods. Students are targeted for these interventions based on STAR and CASE assessments.
FSHS: The student support team meets with students once a week to discuss grades, behavior, and attendance. Students are monitored and aided in areas they are struggling. Tutoring is also offered before and after school each week.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

	KCWP 6: Establishing Learning Culture and Environment **Strategy: Communication**	Activity: **Parent Opportunities** Parents/Guardians will be informed of their student's status in Tier 3 interventions for Reading or Math based upon STAR data via Parent Nights, P/T Conferences, and Tier Letters.	**Evidence:** Parent Letters Parent Night Agendas **Members Responsible:**		$0

			Specialized Instructional Programs Consultant Principals Assistant Principals CIA's Resource Teachers		
	March Progress Monitoring Notes: FES: Each parent is informed of their child's Tier level 1,2 or 3 at Parent Teacher conferences. SES: We use benchmark reports, standards based grading, standards based assessment target pages, next grade ready, RTI letters, and parent notes to inform students of progress toward proficiency or tier 3 status. LES: When students are moved in flex groups, parents are notified via letter. Parent of students entering the Progress Monitoring process are notified when they are enrolled in the process. STAR reports were sent home with report cards in January. FSMS: Parent communication about student's progress in math and reading are presented during Parent Night and Parent/Teacher conferences. Additionally, paper reports are sent home after each assessment describing the tier status of the student. FSHS: Parents are contacted regularly by teachers through email and/or phone calls. Infinite Campus one calls are sent for students who are failing or students who have received discipline referrals. Newsletters and emails are sent regularly to keep parents connected to opportunities available at the high school, such as tutoring. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:				
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support **Strategy: CCR GAP Interventions**	Activity: **Persistence to Graduation** The leadership team will keep a running spreadsheet of GAP student that are at risk of not meeting benchmarks or in need of additional support. This spreadsheet will include students who did not meet benchmarks on ACT, ASVAB, Industry Certificates, and other student level evaluation data. A plan will be put in place to determine options for providing targeted interventions to students that are at risk. The leadership staff will determine overall effectiveness of the interventions and mark adjustments as needed.	**Evidence:** GAP spreadsheet Student data **Members Responsible:** Specialized Instructional Programs Consultant HS Principal HS Assistant Principals HS Counselors Special Education Teacher		$0
	March Progress Monitoring Notes: FES: NA				

	SES: n/a LES: N/A FSMS: N/A FSHS: Counselors maintain a CCR spreadsheet to track student progress towards graduation. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:	

Graduation rate

Goal 3:
Increase the freshman graduation rate (4 Year Cohort) index score for students from 94.2 to 97 by 2020 and increase the graduation rate (4 year and 5 year cohort) index score from 94.2 to 96 by 2020.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the freshman graduation rate from 94.2 to 95 by 2019.	KCWP 5: Design, Align and Deliver Support **Strategy: Persistence to Graduation**	Activity: **Academic Support** District leadership will work with the HS to help target students that are at- risk so they can be scheduled in classes that target their ILP. HS guidance counselors will work these students to keep them on track to graduation using a spreadsheet updated by HS counselors. Classes will be offered before and after school hours throughout the week to help these students meet graduation requirements both at FSHS and West Campus locations. Academic Time has been designed so students are scheduled in their Pathway classes. Summer school will be offered for HS students so they can continue to meet graduation goals. Teachers will offer before and after school tutoring for students.	**Evidence:** Increased CCR Score Extended School Completion Before/After school Tutoring Services **Members Responsible:** District Leadership Team HS and WC Principals HS Assistant Principals CTE Coordinator HS Guidance Counselors/SSW HS CIA		$0
	March Progress Monitoring Notes: FES: NA SES:N/A				

LES: N/A
FSMS: N/A
FSHS: Tutoring opportunities are available before and after school. There is a summer school option for many students needing credit recovery, as well as, Mrs. Alley runs a credit recovery program at West Campus. Counselors work with SEniors to ensure they are still on track to graduate and update the CCR spreadsheet as needed.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

KCWP 4: Review, Analyze and Apply Data	Activity: **Persistence to Graduation Tool** Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups. Cross reference the PtGt results with other forms of data (academic and non academic) to determine which students are at immediate risk for failure and require intensive intervention and supports. FS Counselors keep an Excel spreadsheet to identify, track and intervene for those at-risk of not graduating. Counselors and administration will meet with students to discuss progress.	**Evidence:** Increased students meeting graduation requirements **Members Responsible:** District Leadership HS and WC Principals HS Assistant Principals HS Guidance Counselors HS CIA		$0

March Progress Monitoring Notes:
FES: NA
SES: n/a
LES: N/A
FSMS: N/A
FSHS: Counselors maintain and update a CCR spreadsheet to ensure students are on-track to graduate and intervene as necessary.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:

| KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Strategy: Public Relations | Activity: **School Visits**

Students at FSMS will have the opportunity to participate in a tour at FSHS where they will listen to presentations on careers, discuss CTE opportunities.

FSHS is a recognized Hub School for the state of Kentucky. Opportunities are provided for all educators in Kentucky to attend to learn about systems of Continuous Improvement.

FSMS students will participate in ILP presentations and guidance on their plan with a career counselor during Operation Preparation.

FSMS students will participate in South Central Kentucky Career Pathways (SKY Launch) Program at SWHS in Nov. 2018.

FSMS students will also participate in Freshman Orientation in the summer of 2019. | **Evidence:**
Counseling Sessions
Introduction to Career Pathways
Visits to School
SCK Launch Event Participation
Freshman Orientation

Members Responsible:
District Leadership
HS and WC Principals
HS Assistant Principals
HS Guidance Counselors
HS CIA
MS Counselor
MS Principal
MS Assistant Principals | | $0 |

March Progress Monitoring Notes:
FES: NA
SES: n/a
LES: N/A
FSMS: Students will participate in Operation Preparation in early March, and have recently completed their ILP's during Flex period. High School tours will begin in the next few weeks as well as high school registration.
FSHS: Teachers and students within FSHS help coordinate 8th grade tours through the building, as well as through our CTE department to explore the different career pathways offered and clubs available.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

	KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment **Strategy: Credit Recovery**	Activity: **Alternative Participation** Credit recovery opportunities will be provided to students at risk of not graduating on time or dropping out. Programs such as Edgenuity, Read 180, IXL, Google Classroom, and Catchup Math will be utilized to provide opportunities for these students. Student Support Teams meet weekly to discuss at risk students resource students that are failing classes. FSHS participates in the Trio Program provided by WKU to support first generation college students. Classes will be scheduled during the school day as well as after school to accommodate scheduling conflict with all students. Students are also able to participate in classes that are virtual only attendees to Simpson County Schools.	**Evidence:** Student Schedules Students will have an opportunity to earn class credit in order to graduate. **Members Responsible:** District Leadership Team HS and WC Principals HS Assistant Principals CTE Coordinator HS Guidance Counselors/SSW		$0
	March Progress Monitoring Notes: FES: NA SES: n/a LES: N/A FSMS: N/A FSHS: Opportunities are available to students to make up credits with Mrs. Alley during school, as well as after school. FSHS does offer a VNA program for students needing an alternate setting. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:				
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Activity: **Transition to Work** An employment coordinator will work in partnership with the school and community to enroll eligible students in Community based work transition program which provides job training and placement in potential long term employment.	**Evidence:** Job Shadowing opportunities for Resource students **Members Responsible:**		$0

	Strategy: Transition Ready	FSHS participates in EBCE (Early Based Career Exploration) and places students in the community to job shadow potential career opportunities for seniors. FSHS students have an opportunity to participate in Co-Op opportunities through CTE pathways.	Specialized Instructional Programs Consultant, Employment Coordinator, CTE Coordinator		
	March Progress Monitoring Notes: FES: NA SES: n/a LES: N/A FSMS: N/A FSHS: Mr. Holt works with students and community groups on job training and placement for transition into employment after HS. Mrs. Kilburn coordinates our co-op program. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:				
(Behavior Support)	KCWP 4: Review, Analyze and Apply Data **Strategy: Behavior Data Analysis**	Activity: **Office Referral Data** District leadership will work with HS and West Campus administration to determine monthly discipline and suspension referrals and to develop next steps to reduce the number of behavior referrals. Behavior and attendance data is shared quarterly with all principals. At each individual school, this data will be shared during site visits too.	**Evidence:** Infinite Campus discipline referrals Site Visit Agendas **Members Responsible:** DPP HS and WC Principals HS Assistant Principals		$0
	March Progress Monitoring Notes: FES: NA SES: n/a LES: N/A FSMS: N/A FSHS: DPP emails the admin team discipline data each month in which the team analyzes. PBIS meetings are held twice a year to discuss data and next steps. **June Progress Monitoring Notes:** FES: SES: LES:				

| | FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS: | |

Growth

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Goal:
Reduce the percentage of students scoring novice on the KPREP Assessments in Reading and/or Math by 10% by 2020.

Increase the percentage of students scoring distinguished on the KPREP Assessments in Reading and/or Math by 7% by 2020.
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Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*

KCWP1: Design and Deploy Standards - Continuous Improvement Activities
KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities

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Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To decrease the number of students scoring novice by 5% in 2019.	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support **Strategy: Intervention Support**	Activity: **Intervention Plan** District staff members will assist intervention at each school to target students that did not meet benchmarks and develop a plan to address gaps in instruction based on learner needs and standards, review school intervention resources that are available to match students' needs, and develop a plan for Tier 2 and Tier 3 intervention services.	**Evidence:** Student Intervention Plan Progress Monitoring Meetings Planning Period Meetings **Members Responsible:** Specialized Instructional Programs Consultant Principals Assistant Principals CIA's Intervention Staff Resource Teachers Teachers		$0
	March Progress Monitoring Notes: FES: Progress monitoring meetings are held 4 times each year. Data is analyzed after each progress monitoring. SES: The master schedule reflects RTI instruction for both reading and math on a daily basis, during which students are provided assessment driven intensive and strategic instruction. During PLC protocols weekly, struggling students are identified and teacher reports how those students are addressed cognitively. We also follow the SCS intervention matrix for RTI				

LES: Math and Reading time longer so that acceleration of students may take place. Also, students who are not meeting benchmark attends acceleration and possibly after school tutoring. Students also may qualify for special education services. Our students continue to use either System 44 or 180.
FSMS: Tier 2 math and reading students are receiving additional instruction during Flex period based on their standard deficiencies on the most recent CASE assessment. Tier 3 students are placed in math and reading intervention that is taught daily during Wildcat period.
FSHS: Student Support Team works with students on a weekly basis; academic and behavioral benchmarks are discussed in these meetings.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

| KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliever Support

KCWP 6: Establishing a Learning Culture and Environment | Activity: **Resources and Programming**

All schools will implement research-based resources and programs for interventions for students not meeting math and reading benchmarks. Intervention programs may include iRead, Systems 44, Read 180, Reading Assistant, MathWhiz, TenMarks, Edgenuity, Dreambox, Achieve 3000, Successmaker, IXL, Case Assessments, STAR, Diebels, Aimsweb, and Catch Up Math will be used to differentiate instruction for individual schools. | **Evidence:**
Student Intervention Plan
Student Progress Monitoring Data
Student Schedules

Members Responsible:
Specialized Instructional Programs Consultant
Principals
Assistant Principals
CIA's
Intervention Staff
Resource Teachers
Teachers | | $122,604.00 |
|---|---|---|---|---|

March Progress Monitoring Notes:
FES: IRead, AIMSWeb, IXL, DIBELS, and STAR are used to support instruction in moving students toward proficiency.

SES: STAR, Easy CBM, Aimsweb, Orton Gillingham, Iread, and SuccessMaker for differentiation.
LES: This year our resources include Systems 44, Read 180, Reading Assistant, Dreambox, Case Assessments, STAR, and Aimsweb to help differentiate instruction.
FSMS: Reading interventions include Read 180, Systems 44 and IXL. Math teachers utilize TenMarks and IXL for intervention purposes.
FSHS: Programs such as Catch-up math, Read180, and Systems 44 are utilized during the school day to aid in moving students towards proficiency. Within the classroom, teachers use programs such as IXL for intervention purposes.

June Progress Monitoring Notes:

FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

| KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliever Support | Activity: **Data Analysis**

District and school leaders will work with CIA's and teachers to analyze data from STAR assessments, CASE Assessments, Diebels, and AimsWeb and common learning checks to determine which students scored below benchmark. This data analysis will occur in PLC meetings and in guided planning sessions to determine appropriate intervention services and placements for students. District-wide progress monitoring meetings will occur three times throughout the year and STAR data and reading and math interventions will be discussed in site visits. | **Evidence:**
Student STAR Reports
Planning Period Meetings
Guided Planning Meetings

Members Responsible:
Specialized Instructional Programs Consultant
Principals
Assistant Principals
CIA's
Teachers | | $0 |

March Progress Monitoring Notes:
FES: Students who score below benchmark are progress monitored every 3 weeks. This data is discussed with teachers and interventionists. Adjustments in instruction/intervention groups are made.Each teacher has access to progress monitoring scores via Google Docs. Reading and math interventions are discussed during site visits.
SES: Data for each grade, as well as a focus on GAP populations, are analyzed and next steps recorded at benchmarks and quarterly benchmark assessments.
LES: All data taken to this point in the school year has been analyzed by administrators and teachers and next steps have been established with the classroom teachers. The next steps will be observed through walkthroughs and observations.
FSMS: Data analysis from each STAR and CASE assessment is discussed during planning period meetings with the CIA to determine a plan of action for students not mastering standards.
FSHS: School and classroom data is analyzed weekly by teachers within their PLCs. STAR data is analyzed by admin and staff to determine students not meeting benchmark and next steps.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:

	SES: LES: FSMS: FSHS:				
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliever Support KCWP 6: Establishing a Learning Culture and Environment	Activity: **Non Cognitive Data** District and school leadership will identify non-cognitive data such as attendance and behavior. Data will be reviewed on a quarterly basis through a quarterly report and site visit. DPP will monitor attendance and establish truancy diversion programs at each school.	**Evidence:** Truancy Meetings Student Phone Calls Attendance Reports **Members Responsible:** Specialized Instructional Programs Consultant DPP Principals Assistant Principals School Counselors/ SSW Teachers		$0
	March Progress Monitoring Notes: FES: Attendance data will be monitored and discussed SES: Monthly attendance meetings with admin, DPP, social worker and office staff. LES: Monthly attendance meetings and correspondence with the DPP on specific communication needs with the parent/guardian. Behavior data is analyzed through PBIS system and changes have been made accordingly. At this point, our biggest issues involve students on inappropriate sites and bus behaviors. FSMS: Mrs. Baker presents PBIS data monthly to the admin team and staff during faculty meetings. Quarterly reports are presented to the FSMS admin team during our site visits by the DPP. FSHS: DPP sends attendance and behavior data to the admin team monthly for analysis. FSHS admin completes a quarterly-report and communicates data during site visits. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:				
Objective 2: Increase the percentage of students scoring distinguished on the KPREP Assessments in Reading from 19% to 22% and in Math from	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Activity: **Addressing the Excellence Gap** District and school leadership will monitor high performing students to make sure they are receiving challenges academically. Services may include EDGE Academy options, Makerspace opportunities, Camp Little Cats, Super Simpson Classes, Super Saturdays at WKU, field trip opportunities, GT services from gifted and			$200,000

13.1% to 16.1% for students in grades 3-6.	KCWP 5: Design, Align and Deliver Support	talented service teachers, advanced class placement, pull out services and/or targeted group skill work.			
	March Progress Monitoring Notes: FES: Students with high potential are given opportunities in both the creative and academic areas. Students are placed in appropriate enrichment groups to enhance their area of acheivement. SES: PTP students are serviced with Super Simpson classes throughout the year, they are also in small groups within their flex groups for reading and math. Field trips for these students include the Nashville symphony in February and touring the KET studios in March. LES: FSMS: G/T students are grouped during our Wildcat period and have been involved in more project-based learning with each content during our quarterly rotations. Each content teacher has collaborated with Mr. Mitchell, our G/T coordinator, to help plan more rigorous activities. Our school is also considering adopting a G/T Academy for the upcoming 2019-20 school year. FSHS: Teachers have the opportunity to utilize the Edge academy for Makerspace lessons, Mrs. Wood is working to increase the opportunities available to those with GT identifications; students do have the options of taking Pre-AP/AP/Dual Credit courses to meet their academic needs. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:				

Transition readiness

Goal: Increase by 5% the percentage of students who are transition ready by 2020 at Simpson Elementary, Lincoln Elementary, Franklin Simpson Middle School and Franklin Simpson High School.		
Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	KCWP Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the number of students by 3%	KCWP 5: Design, Align and Deliver Support	Activity: **Next Grade Readiness**	**Evidence:** ILTM Agendas		

who earn either College Ready and/or Career Ready certification.	KCWP 6: Establishing Learning Culture and Environment Strategy: Graduate Profile	Educational stakeholders will identify next grade readiness for grades K-5. Information will be shared with parents and students on the requirements to be next grade ready both informally and formally at Parent Teacher Conferences. Educational stakeholders will create a SCS Graduate Profile. During ILTM meetings, administrators will discuss requirements	Fac. Meeting Agendas LCD Agendas Community Luncheon **Members Responsible:** Community Stakeholders Teachers Principals Central Office Staff Students		
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment **Strategy: Career Preparation**	Activity: **Orientation** District and school staff will conference with recommended students after EPAS assessments and CASE assessments regarding developing an understanding of "benchmark" progress towards meeting benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (behavior, effort, attendance). ILP's will be used facilitate student goal setting for college and career readiness.	**Evidence:** Operation Preparation Schedule **Members Responsible:** District Leadership CIA's Principals Assistant Principals Teachers		$0
	March Progress Monitoring Notes: FES: NA SES: NGR has been developed and celebrated monthly. We are using the CASE assessments as well to further communicate student performance to the 4th grade at the end of the year. All student data will be shared out to make the transition smoother. LES: Twenty five students per grade have the opportunity to be involved in the Edge Academy. Next grade ready information will be sent once it has been developed as well as SCS Graduate Profile. FSMS: Staff has began the process of identifying criteria to be next grade readiness. ILP's have been completed during Flex period. FSHS: Counselors meet with incoming 8th grade students to discuss EPAS assessment results and options for career pathways. ILP's are completed yearly and used for goal setting towards college and/or careers. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:				

	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Activity: **Career Readiness Pathways** High school guidance counselors will work with the CTE administrator to ensure that students are scheduled in classes that will enable them to follow a preparatory pathway. The district will purchase the Workkeys to be administered 1 on 1 to students with disabilities. District and school leaders will monitor the number of students that are achieving College and Career Readiness Standards. HS administration will administer specific assessments for each of the CCR pathways.	**Evidence:** CCR Spreadsheet Guidance Appointments Test Results CCR Rate **Members Responsible:** District Leadership CIA's HS Principals HS Assistant Principals HS Counselors CTE Teachers Teachers	$0
	March Progress Monitoring Notes: FES: NA SES: NA LES: N/A FSMS: N/A FSHS: Counselors and CTE coordinator collaborate to ensure students are on track to graduate; assessments are administered for career readiness. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 2: Design and Deliver Instruction	Activity: **Industry Certificate Assessments** District Leadership Staff will work with CTE administrator and teachers to ensure students are adequately prepared prior to the Industry Certificate Assessment.	**Evidence:** Certificate Attainment **Members Responsible:** District Leadership CIA's HS Principals HS Assistant Principals CT Coordinator CTE Teachers	$0
	March Progress Monitoring Notes:			

	FES:NA SES: NA LES: N/A FSMS: N/A FSHS: Opportunities are available within Academic Time to ensure students are prepared for the assessments that lead to certification, as well as within the required courses for the certification. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 6: Establishing Learning Culture and Environment	Activity: **Communication** District staff will assist FSHS and FSMS in incorporating student, staff and parent communication activities regarding college and career readiness standards and career awareness/planning. FSMS will be attending a South Central Kentucky (SCK) Career Pathways program during November 2018 to expose MS students to various career pathway options before enrolling in a career pathway in high school.	**Evidence:** Parent Communication SCK Agenda/Emails **Members Responsible:** District Leadership CIA's Principals Assistant Principals Teachers MS Counselor	$0
	March Progress Monitoring Notes: FES: NA SES: NA LES: N/A FSMS: Career pathways are individually discussed with 8th grade students during Operation Preparation. 8th grade students also meet with the HS counselors to discuss career pathways for high school. FSHS: For incoming students, the counselors meet and discuss with students career pathways at FSHS and communicate with parents through newsletters and 8th grade night. For students already in HS, counselors and our College Coach work with students and parents to prepare for college by working through college admission applications and the FAFSA **June Progress Monitoring Notes:** FES: SES: LES: FSMS:			

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

KCWP 2: Design and Deliver Instruction	Activity: **Curricular Pathways** Continue to offer multiple career-focused curricular pathways including business and information technology, service, and social sciences, and STEM. Focusing academic and curricular goals on specific student interests will enable all students to implement effective college and career readiness goals that will provide better opportunities for student engagement and achievement.	**Evidence:** High School Career Pathways **Members Responsible:** Instructional Supervisor HS and MS Principals HS and MS Assistant Principals HS and MS CIA's CTE Coordinator Teachers		$0

March Progress Monitoring Notes:
FES: NA
SES: N/A
LES: N/A
FSMS: N/A
FSHS: The HS offers a variety of career pathways for students and engage in analysis of programs to determine achievements and needs for students in future years.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Activity: **Persistence to College and Career Readiness** The leadership team will keep a running spreadsheet of students that are at risk of not meeting benchmarks or in need of additional support. Spreadsheet tracker will include students who did not meet benchmarks	**Evidence:** CCR Spreadsheet Catch Up Math Read 180 Data Systems 44 Data		$0

		on the ACT, or Industry Certificates, and other student level evaluation data. A plan will be put in place to determine options for providing targeted interventions to students that are at risk. The leadership staff will determine overall impact and effectiveness of the interventions and courses and make adjustments as needed.	**Members Responsible:** Instructional Supervisor HS Counselors HS and MS Principals HS and MS Assistant Principals HS and MS CIA's CTE Coordinator Teachers		
	March Progress Monitoring Notes: FES: NA SES: N/A LES: N/A FSMS: N/A FSHS: Counselors maintain and update a CCR spreadsheet to ensure students are on-track to graduate and intervene as necessary. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:				
	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support	Activity**: Remediation Strategies** District and HS leadership teams will identify and implement remediation strategies for all students not meeting Career Readiness benchmarks. The Workkeys will be purchased to give students the opportunity to meet this requirement. Currently, the HS administers MasteryPrep and CERT for ACT prep.	**Evidence:** CCR spreadsheet Test Administration CCR student count **Members Responsible:** DAC/Instructional Supervisor HS Principals HS Counselors CTE Coordinator District Leadership CIA's HS Assistant Principals Teachers		$0
	March Progress Monitoring Notes:				

FES: NA
SES: N/A
LES: N/A
FSMS: N/A
FSHS: Counselors and the admin team, along with the CTE coordinator, collaborate to ensure students are on track to graduate; assessments are administered for career readiness.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Activity: **Test Prep** Teachers will implement a variety of test prep strategies into regular instruction such as bell ringers, exit slips, modeling, practice, and test taking strategies. Students will take practice exams throughout all grades. . These results will be analyzed to help inform classroom instruction. CERT will be used for high school students to prepare for the ACT. EPAS will be used during Academic Time. Mastery Prep will be used with 9th and 10th grade students.	**Evidence:** Weekly Overviews Curriculum Maps CCR Spreadsheet **Members Responsible:** District Leadership CTE Coordinator CIA's HS Principals HS Assistant Principals Teachers MS Counselor Teachers	$1250.00

March Progress Monitoring Notes:
FES: NA
SES: N/A
LES: N/A
FSMS: Bell ringers and exit slips are implemented into daily activities for teachers as a formative assessment in order to plan ahead. Every core content teacher utilizes pre & post assessment data and analyzes that data with their content partner during PLC's.
FSHS: Students are given multiple test taking strategies and work through testing examples within bell ringers, exit slips etc. Students are given a practice ACT twice a year and data is analyzed for future EPAS prep materials. Juniors use CERT and 9th and 10th use MasteryPrep. This year, MasteryPrep came in with a boot camp for Juniors who elected to participate and the outcome is pending.

June Progress Monitoring Notes:
FES:

	SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
Objective 2: To increase the number of students scoring Proficient and Distinguished in Reading and Math from 68.7 to 70 for elementary students, 74.9. to 76 for middle school students, and 59.5 to 61 for high school students in Simpson County Schools by 2019.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction **Strategy:** **Curriculum/Instruction**	Activity: **Curricular Clarity** Develop a consistent vertically-aligned curriculum district wide around the KCAS Standards, NGSS Standards, and industry certification standards using a common language, identified learning targets, vocabulary and a suggested pacing guide. Curriculum maps will be created via Google and shared with teachers in the district. On Learning Community Days, teachers will revise their grade/content specific maps.	**Evidence:** Vertical Curriculum Maps Learning Community Day Agendas **Members Responsible:** District Leadership Principals CIA's Content Area Teacher Leaders Classroom Teachers	$0
	March Progress Monitoring Notes: FES: Teachers have developed curriculum maps based on Common Core Standards. These maps include pacing, learning targets, and vocabulary. Our curriculum maps have been updated. SES: Final 50 days of instructional planning during the March LCD: this includes reviewing the curriculum map, focusing on essential standards of KCAS and NGSS. This has been our practice throughout the year. LES: The curriculum maps are assessed on a regular basis at Lincoln either through Learning Community Days or content planning. FSMS: Curriculum maps are revisited during learning community days to make adjustments to pacing, learning targets or key vocabulary. Social Studies is the only core content that is still in the process of creating their curriculum maps. FSHS: Teachers work with their standards to identify learning targets, vocabulary, pacing, and research-based strategies to best fit the needs of their students. Teachers have been working with their PLC partner on their curriculum map and will continue this process until it is polished; however, it will remain a working document. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES:			

	KCWP 1: Design and Deploy Standards KCWP 3: Design and Deliver Assessment Literacy	Activity: **Balanced Assessment System** Schools will continue to focus on implementing and improving a balanced assessment system. Common and Formative Assessments will be used to determine instructional next steps for teachers and students. Teachers will work to provide students with clear learning targets and specific feedback regarding tasks and assignments.	**Evidence:** Learning Community Day Agendas Professional Development Agendas	$0

March Progress Monitoring Notes:
FES: Teachers use formative and summative assessments on a regular basis. These assessments, as well as our progress monitoring data are frequently analyzed to drive instruction.
SES: Assessments and student data is discussed weekly during team PLC's. Assessments include formative assessments, summative unit assessments and further analyzed for next steps to focus on student success and mastering the standard/content.
LES: Master Schedule is designed so that students will have opportunities in all subjects daily. Clear learning targets have been developed and are on the curriculum map and used to design instruction and assessments.
FSMS: Teachers are required to develop and implement common formative and summative assessments during their PLCs. Data from those assessments are then analyzed and shared with the CIA during PPMs.
FSHS: Teachers currently use and analyze common formative and summative assessments within PLCs; with the curriculum maps, teachers have begun to rebuild common assessments, learning targets, assignments, etc. based on the new maps.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

	KCWP 4: Review, Analyze and Apply Data **Strategy: Professional Collaboration**	Activity: **Instructional Support** District and school leadership teams will utilize LCD days, PLC meetings, and planning period meetings to analyze a variety of student work samples and assessment results. District leadership team will be presented with a review of assessment data during quarterly site visits. Instructional next steps, developing	Site Visit Agendas/Notes Instructional Planning Meeting Agendas **Members Responsible:** District Leadership Principals CIA's Teachers	$0

		personalized learning opportunities for students and identifying those for students for interventions/enrichments will also be discussed.		

March Progress Monitoring Notes:
FES: LCDs and PLCs provide us with opportunities to look at student performance beyond numbers on paper. This time allows us to discuss and plan instructional next steps as well as personalized learning opportunities for students.
SES: LCD's, PLC's and team meetings are focused on student data and next steps for instruction. Students are identified for RTI and flex grouping to meet their needs. This information is shared to faculty and staff as well as site visits to members of CO.
LES: LCD days, PLC meetings, weekly strategy meetings, and content planning meetings are used to build instructional strategy toolbox, collaborative analysis opportunities, and help with overviews that shares a
FSMS: LCD, PLCs, and PPMs are utilized to analyze data and instructional strategies for student achievement. Data, results, and next steps are discussed in weekly admin meetings, quarterly reports, and site visits.
FSHS: LCD, PLC meetings,and PPMs are utilized to analyze data and instructional strategies for student achievement. Data, results, and next steps are discussed in admin meetings, quarterly reports, and site visits.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Activity: **Teaching and Learning Team** District and school leadership will meet to analyze the curriculum, assessments, systems and structures at each school to help identify gaps, make necessary adjustments to the curriculum, share instructional resources aligned to KAS. School administrators will disseminate updated/revised curriculum to teachers to gather feedback/input to ensure that teachers implement the curriculum with best practices for instruction and assessment and monitor implementation throughout the year.	**Evidence:** Monthly ILTM Meeting /Agendas/Notes Monthly CIA Meeting Agenda/Notes LCD Day Agendas PLC Protocols/Notes Planning Period Meetings Agendas **Members Responsible:** District Leadership, Principals, CIA's	$0

March Progress Monitoring Notes:
FES:Curriculum maps in reading, math, and writing have been updated.

SES: Mrs. Vaughn meets with the CIA team during monthly meetings to discuss curriculum, instruction and assessment information. This is shared with faculty and staff throughout the school year.
LES: This is done through PGES, walkthroughs, and content meetings.
FSMS: Mr. Marsh meets with other CIA's and the teaching and learning team monthly to discuss curricular issues, assessment needs and instructional strategies.
FSHS: Mrs. Wood meets with the other CIAs in the district to discuss curriculum issues, assessment needs and instructional strategies.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Activity: **Instructional Walkthroughs** District and school staff members will conduct walkthroughs with a instructional focus at each school to continue to develop instructional quality within all classrooms and ensure progress in meeting our goals. District and staff members will conduct a more focused walkthrough for schools requesting data on a specific need to give more intentional feedback and next steps. If a school is identified as a CSI or TSI school, more focused walkthroughs will be implemented. Data from these walkthroughs are discussed with school leadership teams and shared with teachers.	**Evidence:** Walkthrough Google Forms/Walkthrough documents Site Visit Agendas Materials shared with teachers (Powerpoints, notes) Administrative Calendars **Members Responsible:** District Administrators CIA's Principals Assistant Principals Teacher Leaders	$0

March Progress Monitoring Notes:
FES: School level PGES walkthroughs help to determine any school wide next steps. District blitz data helps us see/analyze strengths and weaknesses as a school.
SES: Walkthroughs and PGES observations are conducted, feedback is given to the teachers and staff members involved. As a TSI school, we are focusing on the students target for special education and african american to ensure academic growth.
LES: Walkthroughs and observations with feedback given to the teachers. The district Blitz took place in November and follow up steps are still being taken to improve instruction.
FSMS: Each member of the admin team is assigned a specific content to conduct walkthroughs each week. This system allows all teachers to receive constructive feedback immediately. FSMS receives a district Blitz twice a year with a more specific focus to gather a "snapshot" of the school, and the data is relayed to the staff during faculty meetings.
FSHS: Admin team performs regular walkthroughs with the goal of 10 per member, per week. FSHS hosts two district blitz walkthroughs a year to analyze data and compare to data collected by the admin team over a select period of time.

June Progress Monitoring Notes:

	FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Activity: **Data Analysis** District staff members will support schools with data analysis and help implement the Continuous Classroom Improvement system in SCS schools. District staff members will also collaborate with schools and teachers in data analysis focused on student growth. Specialized Instructional Programs department will work with teachers at FES, SES, LES and FSMS to implement a new progress monitoring system for our RTI students.	**Evidence:** Learning Community Day Agendas **Members Responsible:** Specialized Program Consultant School Psychologists CIA's District Administrators Principals Assistant Principals Teachers	$0

March Progress Monitoring Notes:
FES: Quarterly progress monitoring meetings are held, as well as every 3 week data analysis of students below benchmark. Behavior RTI is implemented as well.
SES: Progress monitoring system is in place and meets quarterly. Due to schedule conflicts we have had to move some of the dates but it has been successful otherwise.
LES: The new progress monitoring system is in place and meets quarterly.
FSMS: The new progress monitoring system is being implemented in mid-March and data will be discussed quarterly with district and school personnel.
FSHS: Weekly PLCs allow time for teachers to monitor student success academically and teachers collaborate on LCD's with other teachers in the district (as necessary) for student growth and performance expectations.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:

	LES: FSMS: FSHS:				
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Activity: **Teacher Mentoring Program** The district will work with school leadership to provide a mentor teacher to teachers that need extra support to help develop necessary skills for the classroom and to engage in improvement of their instructional practices. Teachers could range from first year teachers up to four year teachers. Newly hired teachers will participate in New Teacher Orientation in the summer with follow-up support meetings throughout the school year. Teachers will participate in PLC's and planning period meetings to collaborate with other teachers.	<u>**Evidence:**</u> New Teacher Orientation Meeting Agendas Site Visit Discussions PLC Agendas/Notes <u>**Members Responsible:**</u> District Leadership CIA's Human Resources Department		$0
	March Progress Monitoring Notes: FES: New teachers participate in the district new teacher orientation program and are partnered with a mentor teacher for support. SES: We have no new teachers at SES. Our PLC's are focused on shared teacher efficacy around student data. LES: LES has a teacher mentoring program for all new teachers. The teachers are also supported though New Teacher Orientation and B44 meetings. FSMS: All new teachers receive individual support for the CIA during planning period meetings. Each new teacher was placed with a mentor teacher by Mrs. Smith, and participated in the New Teacher Orientation throughout the year. FSHS: Mrs. Wood supports new teachers through specific PPMs and regular classroom observations. New teachers are given a mentor teacher, if needed, to help them with struggling areas in their classroom. KTIP teachers have a teacher assigned to them as well. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:				
	KCWP 5: Design, Align and Deliver Support KCWP 2: Design and Deliver Instruction	Activity: **Professional Learning and Collaboration** The district will continue to provide instructional support and professional development on topics such as formative assessment, engagement, engagement strategies, and high yield instructional	<u>**Evidence:**</u> New Teacher Orientation Meeting Agendas Site Visit Discussions PLC Agendas/Notes		$0

		strategies such as Thoughtful Ed, Growth Mindset, Continuous Classroom Improvement, Writing Strategies, Technology, etc.	Professional Development Agendas **Members Responsible:** District Leadership CIA's Principals Assistant Principals Teachers		

March Progress Monitoring Notes:
FES: Professional development this year focused on strategies from Love and Logic.
SES: PD is focused on CCI, Growth Mindset and high yield instructional strategies.
LES: Professional development activities are centered around teacher growth plans, needs assessment, and any achievement deficits.
FSMS: Ongoing professional learning takes place regularly throughout the year during planning period meetings. During this time, teachers meet with Mr. Marsh regarding data analysis, teaching strategies, and general classroom information to better help the needs of our students.
FSHS: Mrs. Wood held specific PDs in the HS based on teacher needs (ie Formative Assessments, Literacy, Classroom Management, etc.) throughout the school year and has PD opportunities planned to finish out the year.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

| KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support | **Activity: Learning Community Days**

The district will provide a time for teachers (via Learning Community Days) to participate in learning networks to develop a vertical, standards-aligned curriculum, learn high-yield instructional strategies, create a balanced assessment system, and monitor student progress that is needed to raise individual student achievement. On Learning Community Days, teachers will collaborate to improve their professional practice.

Reflection analysis as well as follow-up visits with be conducted to gauge effectiveness and to determine differentiated next steps. | **Evidence:**
Learning Community Day Agendas

Members Responsible:
District Leadership
CIA's
Principals
Assistant Principals
Teachers | | $0 |

March Progress Monitoring Notes:

	FES: The focus of our learning community days this year has been to discuss and analyze nest grade readiness skills, writing pieces in Google drive, and meeting to analyze student data for instructional purposes. SES: LCDs have benefited the faculty and staff to focus on instructional strategies, pacing guides and the curriculum map to ensure we are on track. The Wildcat Summit was great success as teachers could pick from over 50 different break out sessions focused on their content or best practices. LES: Teachers will collaborate to strengthen instructional strategies on these days. LES teachers will participate in Learning Community Day on March 8th and choose areas of interest or needed growth. FSMS: FSMS teachers participate in a variety of activities during LCD days, including professional development opportunities as well as PLC time with content partners. Currently, our school has TEAM PLANNING, so these days provide much needed time with content partners that is more difficult through the regular school day. FSHS: LCDs provide uninterrupted time for teachers to work to vertically and horizontally align standards with the middle school teachers as well as the teachers within their own PLC. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 4: Review, Analyze and Apply Data **Strategy: Advanced Educational Opportunities**	Activity: **Advanced Placement and Dual Credit** District leadership will work with HS and MS leadership to analyze past Advanced Placement and dual credit data and determine guidelines to be used for future Advanced Placement and Dual Credit Courses.	**Evidence:** Class Schedules Student AP Enrollment Student Dual Credit Enrollment **Members Responsible:** District Leadership CIA's HS Principal HS Assistant Principals AP/Dual Credit Teachers	$0
	March Progress Monitoring Notes: FES: NA SES: N/A LES:N/A FSMS: N/A FSHS: AP/Dual Credit teachers assess their success rates, their ability to work through the standards and curriculum to determine the focus and direction for the following year. **June Progress Monitoring Notes:** FES:			

	SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Activity: **Advanced Placement Training** District will commit to teacher training through attendance to AP Summer Institute Training for content teachers throughout the year.	**Evidence:** Certified AP/Dual Credit Teachers **Members Responsible:** District Leadership HS CIA HS Principal HS Assistant Principals AP/Dual Credit Teachers	$0
	March Progress Monitoring Notes: FES: NA SES: N/A LES: N/A FSMS: N/A FSHS: AP teachers attend AP trainings during the summer and any support trainings throughout the school year. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 5: Design, Align and Deliver Support	Activity: **Gatton Academy** The district will support and encourage participation in the Gatton Academy as students qualify.	**Evidence:** Counseling Appointments Parent Night Exploratorium	$0

	KCWP 6: Establishing Learning Culture and Environment		**Members Responsible:** Superintendent CAO District Leadership HS CIA HS Principal HS Assistant Principals HS Counselors	
	March Progress Monitoring Notes: FES: NA SES: N/A LES: N/A FSMS: N/A FSHS: All eligible students are encouraged to apply for Gatton and supported through the process. We currently have 2 participants. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Activity: **MakerSpace/EDGE** Students will have the optional opportunity to extend their classroom learning at the EDGE Academy through creative thinking, problem based learning activities, and STEAM experiences. Fourth and Fifth grade students that qualify will be attending EDGE classes one day a week.	**Evidence:** Teacher Overviews Student Camps Student Projects **Members Responsible:** Exploratorium Teacher Chief Academic Officer Instructional Supervisor Principals Assistant Principals Teachers District GT Team	$100,000.00
	March Progress Monitoring Notes: FES: SES: N/A			

LES: Selected Lincoln students participate in EDGE academy. Also, groups of students have the opportunity to attend activities at the MakerSpace. Mrs. Wade is planning two field trips
FSMS: Our students have had limited time at the Maker Space. However, plans are in place to develop a GT Academy at FSMS next year where all of our GT students meet during FLEX. This will hopefully allow more opportunities to schedule use of the space for FSMS and its students.
FSHS: Our teachers have collaborated with Mrs. Sheffield to develop lessons for students at the Edge Academy and teachers have planned days in the building.

June Progress Monitoring Notes:
FES: FES students take trips to the Edge Academy to engage in STEM activites.
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

	KCWP 6: Establishing Learning Culture and Environment **Strategy: Student Leadership**	Activity: **Health Initiative** The district will support the implementation of wellness team at each school. District administration will continue to work with each school to revise the district and school wellness policy. Simpson County Schools received a $2,000.00 grant from the Coordinated School Health Team, Kentucky Employee Health Plan and Go365 staff to use an incentives towards implementing a healthy focus for students and staff.	**Evidence:** Wellness Policy Health Team Meetings **Members Responsible:** DPP Physical Education Teachers School Social Workers		$0

March Progress Monitoring Notes:
FES: Teachers are encouraged to participate and take advantage of the resource available through our wellness challenges. Multiple staff members utilize Go365 and participate in our wellness screenings as well as the Circuit training.
SES: Teachers are invited to participate in the wellness programs. We host the circut trianing at SES and have multiple step challenges with the staff. Go365 is a great initiative as well.
LES: The staff is involved in the Health Initiative Program by doing a Circuit training at Lincoln and being involved in Go365 initiatives.
FSMS: Teachers are invited and encouraged to participate district wellness challenges. Most staff are signed up for and use Go365.
FSHS: Teachers are invited and encouraged to participate district wellness challenges. Most staff are signed up for and use Go365.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:

	SES: LES: FSMS: FSHS:			
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Activity: **Leader in Me** The district will continue to support the Leader in Me/Renaissance Program in each school to emphasize a culture of students empowerment that will nurture the skills students need for success in the 21st century. Teachers will be trained as needed through PD days, site visits to school that have already implemented the program, attending a symposium and book studies. Administrations, teachers and parents will be encouraged to set individual goals that will enable them to build the knowledge, skills and experience for lifelong success.	**Evidence:** Site Visit Agenda/Notes LIM visuals Student Jobs **Members Responsible:** DIstrict Leadership Students Principals Assistant Principals Teachers	$0
	March Progress Monitoring Notes: FES: Students participate in LIM activities such as learning the habits, goal setting, celebrations, and Leader of the Month recognition. SES: Student leadership is celebrated daily with the clip chart. We have monthly student leadership assemblies for academic, attendance and student growth. LES: Lincoln Elementary continue to have hype rallies that honors students and their participation in programs within school and in the community. The school has also established a Student Council and a partnership with the Arts Council to present a play for April 2019. The staffulty is honored with birthday celebrations and recognitions. FSMS: FSMS has transitioned to more Renaissance-like activities aimed at celebrating and recognizing a maximum number of students. We still utilize the core concepts of Leader In Me as well. FSHS: Renaissance within FSHS is a school-wide focus and all students and staff are involved and benefit from the program. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Activity: **PBIS Program** This district will continue to implement PBIS (Positive Behavior Interventions Support) through a partnership with GRREC. PBIS Walkthroughs will be conducted at each school annually. The DPP and school administrators will continue to monitor critical times: before, lunch, and after school behavior incidents. Each school recognizes	**Evidence:** Behavior Matrix Student/Teacher Meetings Discipline Grades Dots System **Members Responsible:**	$0

	Strategy: Student Support	students for their behavior goals and meetings behavioral expectations through pep rallies, incentives, verbal recognition.	Specialized Instructional Programs Consultant Principals Assistant Principals PASS Coaches PBIS Coach	
	March Progress Monitoring Notes: FES: PBIS meets monthly to discuss behavior trends and review our school data. Schoolwide data is shared on a monthly basis to all staff. Administrators attend the district PBIS meetings to discuss goals and share successes. SES: The PBIS team meets monthly to discuss students, climate and culture of the building and to review quarterly rewards for good behavior and following the criteria for success. LES: LES recognizes students for their behavior goals and meeting behavioral expectations through hype rallies, incentives, verbal recognition. We also have a pride paw drawing weekly and quarterly incentives. At this time, we are planning for a school wide reward during March which is high referral month. FSMS: Our school has a PBIS committee that meets monthly to look at behavior data and come up with school wide incentives. We offer CATS CASH for good behavior and have a CATS CORNER STORE for students to buy from. We also have quarterly meetings with a district PBIS team to look at data and problem solve. Further, we offer rewards at quarterly rallies for good behavior. FSHS: The district PBIS team meets at least twice a year to look at each school's discipline data, discuss problems and possible solutions, and establish next steps. **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:			
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Activity: **Discipline Matrix** All schools will review and revise their discipline matrices throughout the year in response to behavioral data. These matrices include classroom behavior and behavior on busses. District and school administrators will discuss the implementation of these discipline matrices and data trends at site visits. Information will be shared with teachers and students and principals when students transition from one building to another.	**Evidence:** Behavior Matrix Student/Teacher Meetings Discipline Grades Office Referrals **Members Responsible:** Principals Assistant Principals PASS Coaches PBIS Coach	$0
	March Progress Monitoring Notes: FES:Thes matrix in place and used when referrals are made to the office.			

	SES: Our matrix is reviewed annually and continually refered to when handling student discipline issues. Each even it taken seriously and the best actoin is taken to benefit the student and to correct their behavior. LES: The matrices are implemented but in case of special education students- IEP is followed along with behavior plans. FSMS: Our discipline matrix is used consistently; however, we have found issues with the current version and it will be reviewed this Summer for SBDM approval. FSHS: The FSHS discipline matrix is reviewed yearly and modified as needed. Further, behavior incidents resulting in consequences are examined once a month to determine consistent implementation of the matrix **June Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS: **October Progress Monitoring Notes:** FES: SES: LES: FSMS: FSHS:				
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Activity: **Transition Events** The district will work with individual schools to implement planned activities for students at each transition point in our school system to ensure a seamless and smooth transition for each student. Guidance counselors from each school will meet with the district leader to discuss and plan activities to enhance student success upon entering a new school. Social workers will work in multiple schools to provide supports at critical transition points for students.	**Evidence:** Student Visits School Calendars Spreadsheet **Members Responsible:** DPP Guidance Counselors School Social Workers Teachers Principals Assistant Principals		$0
	KCWP 1: Design and Deploy Standards. KCWP 2: Design and Deliver Instruction	Activity: **Competency Based Grading** Teachers at FES, SES, and LES will implement a Competency Based Report for students in grade K-6 by 2020	**Evidence:** Book Study Otus Software Student Reports		$5,000.00

	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data		**Members Responsible:** Principal CIA CAO	

March Progress Monitoring Notes:
FES: Competency Based Grading is in place at FES
SES: In place and working.
LES: The implementation of the OTIS system has been successfully implemented. We will be planning for transition meetings after Spring Break.
FSMS: N/A
FSHS: Transition activities from Middle school to High School are conducted in the spring semester. Communication is sent to parents and students about open house and Freshman orientation prior to the start of the new school year.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Activity: **Back to School Open House** With assistance from District Leadership, each school will schedule an open house for a back to school orientation night where parents and students will be able to tour the building and meet student's upcoming teachers. A freshman and Sixth Grade Orientation will be conducted as well to foster transition between schools.	**Evidence:** Open House Calendars **Members Responsible:** District Leadership Principals Assistant Principals Guidance Counselors School Social Workers Teachers Principals Assistant Principals	$0

March Progress Monitoring Notes:
FES: This year parents signed up for a time to meet with the Kindergarten teacher before school started. Four families at a time could sign up to come meet the teacher and see the classroom. This proved to be much more beneficial and personal than having all parents come on one night. Teachers had more time to meet and get to know families on more personal level.
SES: Scheduled for August 9th, 2019.
LES: The Back to School Open House is scheduled for August 8, 2019. At this meeting, we will discuss our goals as a Title I school.
FSMS: Open House has been scheduled for August 2019. We are planning to have a 6th grade orientation during that time as well.

FSHS: Open House for the next school year has been scheduled for August 2018 in conjunction with the Wildcat orientation for incoming freshmen.

June Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS:

October Progress Monitoring Notes:
FES:
SES:
LES:
FSMS:
FSHS: