

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 <b>Strategy</b> will the school/district use to address this goal? <i>(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.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(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.</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		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-  <b>Strategy: Vertically-aligned curriculum</b>	Activity: <b>Curricular Clarity</b>  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.	<b>Evidence:</b> Vertical Curriculum Maps Learning Community Day Agendas  <b>Members Responsible:</b> District Leadership Principals CIA's Content Area Teacher Leaders Classroom Teachers	\$0
	<b>March Progress Monitoring Notes:</b> 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.			

<p><b>June Progress Monitoring Notes:</b>  FES: We are adhering to the current aligned curriculum and pacing guides for both reading and math. Work has started on the newly released standards and make sure all standards are covered in our curriculum/pacing guides.  SES: PLCs will continue to refine and align standards as they roll out revised reading standards. A summer team to revise the curriculum map to align new standards has been convened.  LES: Content teams are continually working on previously created alignment documents to refine the instructional process. As new standards are being released in many areas, teams will be working to align these documents to the newest standards. Curriculum documents will be created for the new computer science standards.  FSMS: Content partners will spend summer professional development days collaborating to create common assessments for the upcoming school year. Maps will continue to be finalized for social studies now that standards are available.  FSHS: Teachers will continue their collaboration with their PLC partner during the summer to make adjustments to the maps, as well as, their lesson strategies and assessments. Maps will begin for SS now that standards are available and other areas will begin to adjust based on the new standards for math and reading.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Reading and math standards roll out modules are scheduled during PLC meetings and curriculum is working towards revising maps and pacing guides.  SES: Reading and math standards roll out modules at PLCs and curriculum team leaders working together to revise maps and pacing guides to the new standards.  LES: Content teams are continually working on previously created alignment documents to refine the instructional process. As new standards are being released in many areas, teams will be working to align these documents to the newest standards. Curriculum documents have been created for the new computer science standards.  FSMS: LCD days will be used to edit and revise common assessments. Also, all our 6th grade teachers have been given a planning day during the day in order to align curriculum to standards. Science teachers will be meeting at next LCD day as a department to discuss assessments and alignment of current curriculum. Content partners meet each week in order to plan and develop appropriate curriculum and assessments.  FSHS: FSHS staff are determining options for the new assessment system. Sophomores will now take a reading &amp; math proficiency test through KPREP which is a new test. As of now, we do not have any cut scores or benchmarks to work from in terms of goal setting. We are using STAR results to best plan goals leading up to May.</p>			
<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>Activity: <b>Balanced Assessment System</b></p> <p>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.</p> <p>Teachers will work to provide students with clear learning targets and specific feedback regarding tasks and assignments.</p> <p>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.</p>	<p><u><b>Evidence:</b></u>  Learning Community Day Agendas</p> <p>Professional Development Agendas</p>	<p>\$41,000.00</p>
<p><b>March Progress Monitoring Notes:</b>  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.</p>			

	<p><b>June Progress Monitoring Notes:</b>  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: End of year assessments such as fluency, AIMSweb, STAR, KPREP, and Stanford 10 were administered. Growth, successes, and areas of improvement were identified and to be addressed during summer professional development and PLCs.  LES: The end of year administration of the STAR test was given in April. The comprehensive CASE assessment was also given in April. Learning checks were given for science, social studies, and writing were also given in April. Scores have been analyzed to determine the effectiveness of different programs and groupings.  FSMS: Common formative &amp; summative assessments will be built/tweaked by content partners this fall. We use benchmark assessments such as STAR and CASE to place students into tiers 1, 2 and 3 throughout the year.  FSHS: PLC's give common formative and summative assessments and will tweak those as needed during the summer. The universal screener for our 9th and 10th grade students is STAR and we use that data to look at where our students may need to be placed, as far as classes, for the next year. All students in 9th-11th grade will continue to take the ACT twice a year for practice and data will continue to be tracked to aid in supporting and preparing students to be college ready,.</p> <p><b>October Progress Monitoring Notes:</b>  FES: All benchmark testing has been administered for the beginning of the year and results were shared.  SES: Benchmarks have been administered-aimsweb, STAR, easy CBM, and results shared from Stanford 10 to drive personalized instruction and student data..  LES: STAR benchmark has been administered as well as the M-COMP and M-CAP. The first CASE assessment will be administered in September along with science or social studies learning check.  FSMS: Common summative assessments are implemented at each grade and subject are. Common assessments are uploaded to Google Drive so that the admin team can assess rigor and curriculum alignment. We use STAR in order to assess the current level of each of our students in math and reading. We also use CASE in order to assess how each student is progressing through each grade level's standards.  FSHS: During PLC Fridays, Wednesdays &amp; teacher leader meetings we have asked teachers to submit student work samples in the shared drive that represent high, medium, low performance on formative or summative assessments. Feedback is given to teachers on these samples.</p>			
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p><b>Strategy: Implementing and improving a balanced assessment system</b></p>	<p><b>Activity: Learning Community Days</b></p> <p>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.</p> <p>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.</p>	<p>Site Visit Agendas/Notes Instructional Planning Meeting Agendas</p> <p><b><u>Members Responsible:</u></b> District Leadership Principals CIA's Teachers</p>	\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p>			

<p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: Planning for next year’s PLC plan is to incorporate the OG training into our data and monitoring procedures.  SES:  LES: Time in these different meeting formats were used to analyze student work and data to determine areas that needed to be retaught. This data along with other data points were presented to district staff during our final site visit.  FSMS: Planning period meetings focus on implementing new strategies once a month, and then bringing student samples to reflect and improve. LCD’s next year will be centered on teacher reflections on programs and resources that relate to curriculum, instruction or assessment.  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. This upcoming year will focus a lot on curriculum maps as we are working to integrate the new standards into our maps.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Our LCD day was focused on new reading and math standards.  SES: Our LCD day was focused on new reading standards, establishing team PLCS, and introduction to the inquiry cycle to lay groundwork for science and social studies thematic units.  LES: Learning Community Day was spent discussing our total participation strategies and embedding those into the overviews. Also, work was done with the reading and math teachers in viewing and discussing the new standards modules.  FSMS: Teachers meet for PPMs and data review twice a month to discuss with admin various instructional strategies, data, and assessment processes. Data is reviewed once a month through this process. Also, teachers were given the task of editing or revising their common summative assessments at our last LCD day in September. These common assessments were uploaded and reviewed by the admin team.  FSHS: <a href="#">LCD 9.3.19</a></p>				
	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  <b>Strategy: Curriculum, assessments, systems and structures analysis</b>	Activity: <b>Teaching and Learning Team</b>  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.	<b><u>Evidence:</u></b> Monthly ILTM Meeting Agendas/Notes Monthly CIA Meeting Agenda/Notes LCD Day Agendas PLC Protocols/Notes Planning Period Meetings Agendas  <b><u>Members Responsible:</u></b> District Leadership Principals CIA’s	\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p>			

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: The admin, District Leadership, and school leadership teams work together to analyze effectiveness of programs and resources based on data from assessments and next grade ready scores.</p> <p>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.</p> <p>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</p> <p>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.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES:</p> <p>SES: Through our PLC PDSA structure, student gaps are identified and necessary interventions, progress monitoring, and instruction is altered to best meet the students needs.</p> <p>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.</p> <p>FSMS: Curriculum maps, pacing guides, and state standards have been reviewed and revised and are currently up to date in all subject areas. Admin team also meets with content partners twice a month through our PLC process to discuss curriculum and assessment. Data is reviewed and shared through a Google Slide presentation that the admin team discusses on an individual basis with each content partner group.</p> <p>FSHS: The focus is alignment with new standards and new assessments.</p>			
<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Instructional Walkthroughs</b></p>	<p>Activity: <b>Instructional Walkthroughs</b></p> <p>District and school staff members will conduct walkthroughs with an instructional focus at each school to continue to develop instructional quality within all classrooms and ensure progress in meeting our goals.</p> <p>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.</p>	<p><b>Evidence:</b></p> <p>Walkthrough Google Forms/Walkthrough documents</p> <p>Site Visit Agendas</p> <p>Materials shared with teachers (Powerpoints, notes)</p> <p>Administrative Calendars</p> <p><b>Members Responsible:</b></p>	<p>\$0</p>



		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.	District Administrators CIA's Principals Assistant Principals Teacher Leaders	
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> 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 Blitzs are conducted twice a year.  <b>SES:</b> 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.  <b>LES:</b> 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.  <b>FSMS:</b> 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.  <b>FSHS:</b> 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.</p> <p><b>June Progress Monitoring Notes:</b>  <b>FES:</b> 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 Blitzs are conducted twice a year.  <b>SES:</b> Administration has schedules for both formal and informal walkthroughs and blitzes. This year, we focused on walkthroughs during flex grouping to see if teachers are using data to drive that small group or enrichment instruction.  <b>LES:</b> The final Blitz at LES was held in March. During this time, members of the Teaching and Learning Team focused on questioning and discussion and student writing. There were several follow-up steps that were suggested. Some of these will be addressed at during summer PD.  <b>FSMS:</b> 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.  <b>FSHS:</b> Discussions will begin during the summer on walkthrough focuses for the HS in the 19-20 school year. Walkthrough data was positive from the 18-19 school year and we plan to utilize the Power 5 from the past walkthroughs to drive what we do next year. Admin will continue to work to visit at least 10 classrooms a week and meet weekly to discuss data.</p> <p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> FES administration is in each classroom on a weekly basis for formal and informal observations. New teachers see admins at least one time per day.  <b>SES:</b> We have several instructional data collection processes in place-formal, informal, and PGES to inform our admin of the instructional needs of the school. This data is shared with teachers and admin through weekly meetings. Teachers are provided constructive feedback on the observation and sometimes a follow-up meeting takes place.  <b>LES:</b> The administrative team conducts both formal and informal walkthroughs and blitzes. During these, we are always focusing on questioning, writing, and discussion techniques.  <b>FSMS:</b> Walkthrough instruments are developed as needed 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.  <b>FSHS:</b> Walkthroughs this year are focused on what the students know and are able to explain to us based on the task they have been given and the information they are taking in. We are also working with the district as a whole to develop a system-wide walkthrough to gather data across the schools.</p>			
	KCWP 4: Review, Analyze and Apply Data	Activity: <b>Data Analysis</b>	<b>Evidence:</b>	\$0

	<p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Continuous Classroom Improvement</b></p>	<p>District staff members will support schools with data analysis.</p> <p>District staff members will also collaborate with schools and teachers in data analysis focused on student growth.</p> <p>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.</p>	<p>Learning Community Day Agendas</p> <p><b><u>Members Responsible:</u></b>  Specialized Program Consultant  School Psychologists  CIA's  District Administrators  Principals  Assistant Principals  Teachers</p>	
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  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. In late March student intervention groups were adjusted to meet the needs of students in individual skills.  SES: The last progress monitoring meeting was in April, and we were pleased with the number of students that had moved from tier 3 to tier 2 after monitoring and prescriptive intervention in both math and reading. We are working toward this model for our Primary Talent Pool by devising a committee to review scores and determining appropriate services.  LES: The final progress monitoring meeting was held at LES in March. Several students were identified as needing to enter the progress monitoring system and changes to our intervention program were completed to ensure that students are receiving the support they need. Teachers worked with school and district staff to analyze their year-end STAR and CASE data.  FSMS: Progress monitoring was implemented this spring, and data was analyzed every 6 weeks for our tier 2 and 3 students. During planning period meetings teachers looked at CASE and STAR data from the spring to determine what interventions needed to take place.  FSHS: Data analysis will continue to occur weekly during PLC's as well as within common plannings when needed. Planning Period Meetings will focus on curriculum mapping and the modules put out by the state, along with CCI and best classroom practices.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Progress monitoring is held every three weeks for Tier 2 adn Tier 3 students. students are moved to appropriate interventions, etc. as determined by pm.  SES: Progress monitoring is held every six weeks for our tier 2 and tier 3 students, in which a team determines appropriate interventions and further assessment if necessary.  LES: Progress monitoring was held in September. Students will be assessed at tier levels and a plan will be devised for those students needing further interventions.  FSMS: Progress monitoring was implemented this spring, and data was analyzed every 6 weeks for our tier 2 and 3 students. During planning period meetings teachers looked at CASE and STAR data from the spring to determine what interventions needed to take place.</p>			

FSHS: Teachers review and analyze data weekly during PLC's, as well as, common plannings. LCD's are often used for data analysis if state data is back in-time to desegregate it and work through the information. As practice ACT data is returned, teachers work through their students and classroom data to identify areas they can tackle with their kids, integrated into their classroom instruction and units.			
KCWP 5: Design, Align and Deliver Support	Activity: <b>Teacher Resource Support</b>	<b>Evidence:</b> New Teacher Orientation Meeting Agendas Site Visit Discussions PLC Agendas/Notes	\$7,500.00
KCWP 6: Establishing Learning Culture and Environment	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.		
<b>Strategy: Mentoring Program</b>	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.	<b>Members Responsible:</b> District Leadership CIA's Human Resources	
<b>March Progress Monitoring Notes:</b> 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.			
<b>June Progress Monitoring Notes:</b> 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: We do not have any teachers needing a mentor at this time. For 19-20 we have one new teacher who will attend new teacher training and work with her team and Mrs. Vaughn to have the resources and supports needed. Mrs. Smith will do extra observation and supports to Mrs. Minjarez as needed/requested by Mr. Barnum LES: Support for new teachers continued as the year ended. They also met regularly with content teams to plan for instruction. The new teacher cohort met for a final time in April. FSMS: New hires concluded their teacher mentorship this may with their assigned colleague. Mr. Marsh continued to meet bi-weekly with each teacher to offer strategies/coaching. Teachers also continued to meet bi-weekly with their content partners as part of the PLC process. FSHS: Mrs. Wood will continue to work with all teachers during planning period meetings but will give extra support to new teachers and new to the district teachers. If teachers are in need, they will be paired with a mentor teachers; however, their PLC partner is typically the one to fill that role from the start.			
<b>October Progress Monitoring Notes:</b> FES: We have two new teachers at FES this year. The teachers have support from a mentor on a regular basis. Additionally, Mrs. Bean and Mrs. Wright work with the teachers daily on reading specifically. SES: New teachers have a mentor teacher, as well as much team support and support from the team leaders. New teachers also meet in weekly team PLCs with admin in order to monitor progress and facilitate discussion around an instructional cycle. LES: New teachers have been assigned a mentor. All nontenured teachers at Lincoln receive further help through our B44 group and district opportunities by participating in a reading book study.			



	<p>FSMS: Mr. Perdue meets with teachers bi-weekly in planning period meetings. 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. Teachers are also given a needs assessment document that they can use to communicate their needs to the admin.</p> <p>FSHS: All teachers attend at least one planning period meeting a month in order to discuss the information for the month, potential PD opportunities, and discuss any trends or needs/next steps in the classroom based on walkthrough data. New teachers meet with Mrs. Wood one extra time a month for support and direction. All new hires attend the New Employee District Orientation each summer and we have our first trimester meeting scheduled for November.</p>			
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 2: Design and Deliver Instruction</p> <p><b>Strategy: Professional Learning and Collaboration</b></p>	<p>Activity: <b>Professional Learning</b></p> <p>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.</p> <p>On Learning Community Days, teachers will collaborate to improve their professional practice.</p> <p>District Teaching and Learning Team will present a book study on Creating Strategic Readers. Teachers from the district will be invited to participate.</p>	<p><b>Evidence:</b></p> <p>New Teacher Orientation Meeting Agendas Site Visit Discussions PLC Agendas/Notes Professional Development LCD Agendas</p> <p><b>Members Responsible:</b></p> <p>District Leadership CIA's Principals Assistant Principals Teachers</p>	<p>\$70,000</p>
	<p><b>March Progress Monitoring Notes:</b></p> <p>FES: FES PD this year has focused on Love &amp; Logic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p><b>June Progress Monitoring Notes:</b></p> <p>FES: FES PD this year focused on Orton-Gillingham strategies.</p> <p>SES: PD this year is focused on K-2 collaboration in improving foundational reading practice and assessment and align instruction. 3rd grade teachers were able to choose engagement and collaboration based offerings to improve practice and equity and access in the classroom.</p> <p>LES: District staff continues to provide support in planning PD activities. Many professional learning opportunities have been designed for the summer including literature circles, nonfiction literacy strategies, engagement strategies, Google Classroom, and using data to drive instruction. March’s LCD was a district-wide endeavor that showcased many of our district’s innovative and exemplary teachers.</p> <p>FSMS: This March teachers participated in the first annual Wildcat Summit, and were asked to implement new ideas into lessons this spring. PD for next year will be centered around creating common summative and formative assessments.</p>			

	<p>FSHS: Several PD's have been planned for the summer for teachers to meet their 12 hours (on their own). Books studies, AP conferences, Google Training, ASCD online trainings, and meetings offered at GRREC have been made available. All teachers submitted their plans for the summer for approval. A 6 hour day is in the process of being planned before the start of school and other hours will be made available throughout the school year based on teacher needs.</p> <p><b>October Progress Monitoring Notes:</b>  FES: FES PD has focused on the OG program, Zoophonics, and Creative Curriculum.  SES: Teachers are offered choices in a variety of PD. This year the focus was on Orton Gillingham strategies for first and second grade, as skills on the phonics continuum were identified as a weakness in our foundational reading program. Our third grade teachers chose between a number of engagement based PD choices such as Kagan and Total participation.  LES: District staff continues to provide support in planning PD activities. Many professional learning opportunities include literature circles, nonfiction literacy strategies, engagement strategies, Google Classroom, and using data to drive instruction. The staff is currently involved in a book study centered around total participation activities which helps to engage all students.  FSMS: This year we transitioned to teachers getting to choose 6 hours of their own PD. We are also going to focus PD throughout the year and next year on providing rigorous instruction in the classrooms. Also, The Summit will be taking place on November 4th and our teachers will be encouraged to use the strategies they learn in their classrooms.  FSHS: Teachers attended one day of PD as a group over the summer, just before school started. We had multiple sessions including Mental Health, Literacy strategies, Standard rollouts, and Nurse Aid training. PD's are being developed, monthly, for teachers needing more hours and others who are in need of specific strategies or instruction in their classrooms.</p>			
		<p>Activity: <b>Professional Learning Communities</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b>  Learning Community Day  Agendas</p> <p><b><u>Members Responsible:</u></b>  District Leadership  CIA's  Principals  Assistant Principals  Teachers</p>	\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  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: Weekly, teachers use the PLC protocol to analyze a lesson and the results of that lesson or unit as a group. Monthly we use data during after school PLCs for planning instruction and assessments.  LES: Teachers continued to work with content and grade-level groups to analyze data and student work in PLCs.  FSMS: Teachers continued to collaborate with content partners during bi-weekly PLCs. Notes and data were shared on google slides for the admin team to monitor.  FSHS: Teachers will continue to work with their PLC's partners every Friday morning to collaborate on instruction and look through common assessment data once the new year begins. This year was another successful year of Friday morning PLC's and allowing teachers time to work, collaborate, and dive into data.</p>			

	<p><b>October Progress Monitoring Notes:</b>  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: Teachers use the PLC protocol to share data and strategies used to improve that data or interventions they used to increase student achievement. There is great conversation around content and reflection of a lesson.  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 Tuesday in teams to explore more effective instructional strategies and on Thursday in content planning meetings to plan for the next week's instruction.  FSMS: Teachers are provided with a Google Slide presentation to document their PLC meetings. The expectation is for content partners to meet and document in the slides weekly.. Admin will meet with each PLC group twice a month to discuss data, instruction, and assessment practices.  FSHS:</p>			
	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Learning Networks</b></p>	<p>Activity: <b>Learning Community Days</b></p> <p>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.</p> <p>Reflection analysis as well as follow-up visits will be conducted to gauge effectiveness and to determine differentiated next steps.</p> <p>Simpson County Schools will host a SCS TeachMeet on March 8, 2019 during a Learning Community Day.</p>	<p><b>Evidence:</b>  Learning Community Day Agendas</p> <p><b>Members Responsible:</b>  District Leadership  CIA's  Principals  Assistant Principals  Teachers</p>	<p>\$3800.00</p>
	<p><b>March Progress Monitoring Notes:</b>  FES: Learning Community Days this year have focused on progress monitoring, Love &amp; 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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: Teachers will work to implement Love and Logic skills learned in their classrooms.  SES: We participated in a district wide PD where teachers had a choice and showcased teachers with unique or exemplary strategies or best practices.  LES: March's LCD was a district-wide endeavor that showcased many of our district's innovative and exemplary teachers.  FSMS: Teachers and staff participated in the Wildcat Summit for the March LCD.  FSHS:</p>			

	<p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> Our focus for upcoming LCD days will be on the new standards and implementation of OG strategies.  <b>SES:</b> Wildcat summit is a day where instructional practices are shared and aligned throughout the district, which will be November 4th. Teachers are then asked to reflect on these practices individually at home base.  <b>LES:</b> 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.  <b>FSMS:</b> Teachers will be participating in the Wildcat Summit on November 4th for the next LCD.  <b>FSHS:</b> With the curriculum maps all aligned within one document from K-12th grade, vertical teaming can take place more often; however, CIA's will need to meet and discuss plans of getting groups back together after tweaking maps with the new standards. HS vertical alignment from 9th-12th grade takes place often within the building and department meetings.</p>			
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> <p><b>Strategy: School Transitions</b></p>	<p>Activity: <b>Activities</b></p> <p>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.</p>	<p><b>Evidence:</b>  LCD Agendas  Student Spreadsheets  Behavior Data</p> <p><b>Members Responsible:</b>  Principals  District Leadership Team  School Counselors  School Social Workers</p>	\$0
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> 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.  <b>SES:</b> 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.  <b>LES:</b> 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.  <b>FSMS:</b> 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.  <b>FSHS:</b> Teachers are given time, resources, and personnel to build classroom instruction and assessment within each LCD.</p> <p><b>June Progress Monitoring Notes:</b>  <b>FES:</b> 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. Data from FES is transferred to SES to help make placement decisions.  <b>SES:</b> There are several practices in place to ensure students, parents, and staff are well informed from grade to grade of student needs both academically and environmentally, as well as physical needs if applicable.  <b>LES:</b> School teams are in the process of meeting with SES and FSMS teams to receive and provide transition data that will enable teachers and staff to work with students more effectively. Student data will be sent to FSMS to enable staff to continue supporting intervention students and develop plans for advanced classes.  <b>FSMS:</b> Transition data has been shared with LES &amp; FSHS to allow staff and teachers to meet the needs of incoming students. This data also supports staff with placing students for interventions.  <b>FSHS:</b> Teachers are given time, resources, and personnel to build classroom instruction and assessment within each LCD and this will continue into the new year.</p> <p><b>October Progress Monitoring Notes:</b></p>			

	<p>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. Data from FES is transferred to SES to help make placement decisions.</p> <p>SES: Transitional meetings, ARCs, and student data/work samples are shared between the schools that contain information on the whole child including emotional, social, and academic needs.</p> <p>LES: There are several systems put in place to help our students transfer from SES to FSMS. This data and information helps meet the needs of students both academically and socially to transition to new environments.</p> <p>FSMS: Transition data has been shared with FSHS to allow staff and teachers to meet the needs of incoming students. This data also supports staff with placing students for interventions. LES also sends FSMS data in order to make transitioning easier and more effective.</p> <p>FSHS: LCD's are designed to enhance teacher knowledge through sessions and meetings; however, time is set aside for them to work together in their PLC's or vertically aligning with their department, and on occasion, other schools.</p>			
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> <p><b>Strategy: Transitions Ready</b></p>	<p>Activity: <b>School Readiness</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b></p> <p>Meeting agendas RTC Staff Collaboration Brigance Data</p> <p><b><u>Members Responsible:</u></b></p> <p>District Leadership CIA's FES Administration FES Staff</p>	\$5,000.00
	<p><b>March Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: N/A</p> <p>LES: N/A</p> <p>FSMS: N/A</p> <p>FSHS: N/A</p> <p><b>June Progress Monitoring Notes:</b></p> <p>FES: 2019-2020 Little Cats Program specific to the entering Kindergarten students is complete. 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. Little Cats program had the largest attendance to date and subsequently almost 200 students were screened to date.</p> <p>SES: NA</p> <p>LES: NA</p> <p>FSMS: NA</p> <p>FSHS: N/A</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: na</p> <p>SES: N/A</p> <p>LES: N/A</p> <p>FSMS: N/A</p> <p>FSHS: N/A</p>			



	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Writing Instruction</b></p>	<p>Activity: <b>Literacy Initiative</b></p> <p>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.</p> <p>Teachers will also have the opportunity to participate in a Creating Strategic Readers Cohort.</p>	<p><b>Evidence:</b></p> <p>Writing Plan Feedback Writing Plan PD Writing Blitz Schedules Weekly Overviews District Curriculum Map School Site Visit Agendas LCD Day Agendas</p> <p><b>Members Responsible:</b></p> <p>District Leadership CIA's Principals Assistant Principals Teachers</p>	\$1050.00
	<p><b>March Progress Monitoring Notes:</b></p> <p>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.</p> <p>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.</p> <p>LES: Three LES teachers participated in the Strategic Reader's Cohort. Also, a group of teachers attended Abell &amp; 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.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>FES: Analysis of Brigance, STAR scores, writing samples, Oral Reading Fluency, DIBELS, etc. are reviewed to determine next steps for focusing instruction and this information is being shared with SES. Each student has had a writing piece that has been uploaded into the Google Drive.</p> <p>SES: Eight of our teachers participated in a book study, Strategic Reader and one of those teachers will be leading that cohort this coming year. Our 2019-20 PD this year is focused on Orton-Gillingham to align best practices of foundational standards.</p> <p>LES: Plans for nonfiction literacy strategies are being developed by the Teaching and Learning Team to strengthen instruction. Pacing guides and curriculum maps will be revised to enable teachers more ample time to teach these critical skills.</p> <p>FSMS: Data from CASE #3 revealed that students need more non-fiction reading compared to fiction and poetry. This data will help ELA teachers at the start of the next school year by planning ways to implement more non-fiction. Resources such as IXL and Newsela have been purchased to support these efforts.</p> <p>FSHS: The FSHS Writing policy will be revisited at the beginning of the year to discuss any changes or additions. Using the KPREP data we will receive in September, teachers will begin to look at what can be done differently in the classroom and what we can do as a school to build writing proficiency. We have literacy PD's/meetings planned to implement more intentionally in all classrooms.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: Analysis of Brigance, STAR scores, writing samples, Oral Reading Fluency, DIBELS, etc. are reviewed to determine next steps for focusing instruction. We have added OG strategies into our literacy instruction.</p> <p>SES: We will have release days for alignment and shared understanding of Orton-Gillingham strategies, as well as teachers participating in the Strategic reader cohort.</p>			

	<p>LES: The total participation strategies and eleven nontenured teachers will be participating in a book study over nonfiction literacy strategies. Teachers are effectively using Newsela and Google Classroom to ensure that students have the exposure to nonfiction material and time to develop prompts that can be shared in class.</p> <p>FSMS: We will revise our writing policy this year and edit it as needed. We will also center PPM conversations around writing and literacy in order to help improve our writing KPREP scores. We will also be pushing for our teachers to expose our students to various types of writing in all content areas as well as encourage them to use literacy strategies within their classrooms.</p> <p>FSHS: Teachers are looking through the newly released KPREP data for on-demand writing and Science to determine areas of weakness and where we can make strides for next year. Teachers will begin utilizing the STAR data we have for 9th and 10th grade students to identify where they potentially fall, NAPD, in preparation for the KPREP reading and math exams in the spring of 2019. Some vertical alignment meetings have already taken place or been scheduled for Math and ELA.</p>			
	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Math Instruction</b></p>	<p>Activity: <b>Math Initiative</b></p> <p>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.</p>	<p><b>Evidence:</b></p> <p>Weekly Overviews District Curriculum Map School Site Visit Agendas LCD Day Agendas</p> <p><b>Members Responsible:</b></p> <p>District Leadership CIA's Principals Assistant Principals Teachers</p>	\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: We will have a math team this year, and their first activity is to revise curriculum maps to reflect changes in standards, help lead the standards roll out, and create a manipulatives/calculator map.</p> <p>LES: AIMSWEB data and CASE data are being used to develop plans for next year's math instruction. Growth in STAR and CASE results will also be analyzed and considered. The changes to the math KCAS standards will also be introduced.</p> <p>FSMS: Changes to the math KCAS standards will be introduced this fall and adjustments to curriculum maps will be made on the district page. CASE and STAR data will be analyzed compared to KPREP results this fall to help identify growth areas for individual teachers and the school as a whole.</p>			

	<p>FSHS: The math department will continue to work 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.</p> <p><b>October Progress Monitoring Notes:</b>  FES: FES utilizes 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: Math team is currently meeting and we are collaborating with Belle Rush with the MAF grant. We've focused on classroom observations and training for those in the grant and incorporating dialogue in math instruction to assist in mathematical thinking and problem solving.  LES: AIMSWEB data and CASE data will be used to develop plans for next year's math instruction. Growth in STAR and CASE results will also be analyzed and considered. The changes to the math KCAS standards are being introduced in modules.  FSMS: New math standards have been developed by the state and our math teachers are currently going through the standards roll out process. We have also purchased and distributed the All Things Algebra Curriculum to our 6th, 7th, and 8th grade teachers in order to provide more resources within the classroom.  FSHS: The math department meets at least once a month to discuss anything new and strategies or assessment designs. They meet with their content partner at least once a week on Friday's for PLC's to break down formative assessment data and discuss STAR data and ACT results to drive instruction.</p>			
	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p><b>Strategy: Math Grant</b></p>	<p>Activity: <b>Advanc-ED Grant</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b> After School Tutoring Sign In Sheet</p> <p><b><u>Members Responsible:</u></b> FSMS Administration FSMS CIA FSMS Math Teachers</p>	\$0
	<p><b>March Progress Monitoring Notes:</b>  FES: N/A  SES: N/A  LES: N/A  FSMS: 7th &amp; 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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: n/a  SES: na  LES: N/A  FSMS: Our 8th graders had 53% reach benchmark, which was 5% more than the previous grade. We will use the 7th graders data to assist in student placement for the upcoming school year.  FSHS: Admin and counselors have taken a look at the assessment data from the MS in order to determine placement for students, along with recommendations from the MS teachers for Pre-AP and AP courses.</p> <p><b>October Progress Monitoring Notes:</b>  FES: na  SES: N/A  LES: N/A</p>			

	<p>FSMS: Mr. Grover, Mrs. McCutchen, and Mr. Perdue attended the administrator Advanced Kentucky training this summer. We will be giving the PSAT in March this year.</p> <p>FHS: HS counselors will continue to collaborate with the MS to analyze the data from the benchmark exams, PSAT, and Explorer to make recommendations on HS courses for their 9th grade year.</p>			
	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Enrichment Opportunities</b></p>	<p>Activity: <b>Enrichment Opportunities</b></p> <p>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.</p>	<p><b>Evidence:</b></p> <p>Exploratorium Schedules Class Schedules Cluster Groups Flexible Groups</p> <p><b>Members Responsible:</b></p> <p>District Leadership Principals Assistant Principals Teachers GT Lead Teachers</p>	\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>FHS: 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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>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. Planning is underway for Art enrichment for the 2019-20 school year.</p> <p>SES: Flex grouping, PTP coordinators and teachers, leadership for Super Simpson, library media specialist, and PTP committees work together to provide services and enrichment for PTP students in the areas of leadership, math, reading, music, collaboration/critical thinking, and art enrichment.</p> <p>LES: During flex groups, students are provided with enriching experiences that allow them to go beyond grade-level standards. Our GT students and our advanced learners are also serviced through enrichment classes with Mrs. Wade and the EDGE academy.</p> <p>FSMS: This fall we will begin the first ever “Summit” for GT students along with others who are excelling academically. This will occur during Flex period (last 45 minutes of each day).</p> <p>FHS: When students enter the HS, they have multiple options to choose from that will support their GT areas. Students can choose AP courses, Dual Credit classes, Student Council, Superintendent's Student Advisory COuncil, and a Leadership Day. While steps have been taken to create more opportunities for our GT students, more options will be researched and implemented as the year goes on.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>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. Planning is underway for Art enrichment for the 2019-20 school year.</p>			

	<p>SES: We enrich our students through flex grouping daily as well as Primary Talent Pool consultants working weekly with PTP students, and also our students participate in Super Simpson classes.</p> <p>LES: During flex groups, students are provided with enriching experiences that allow them to go beyond grade-level standards. Our GT students and our advanced learners are also serviced through collaboration services with Mrs. Wade and the EDGE academy.</p> <p>FSMS: We currently have the “Summit” up and running for our GT students along with others who excel academically. The “Summit” takes place in our Flex period, and students are expected to complete challenging projects as well as present research on various topics in various areas.</p> <p>FSHS: Several students take advantage of AP/Dual Credit Courses, classes at SKYCTC, as well as online courses through WKU. Many students opt to take courses on their own time to increase the rigor and put more college credit under their belt before graduation. Teachers have been made aware of students in their classes that are GT and what potential accomodations/enrichment activities could enhance their learning. The leadership day from the Spring of 2019 was a success and another one is in the process of being planned for Spring of 2020.</p>			
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p><b>Strategy: Advance Opportunities</b></p>	<p>Activity: <b>Advanced Placement and Dual Credit</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b></p> <p>Class Schedules Student AP Enrollment Student Dual Credit Enrollment</p> <p><b><u>Members Responsible:</u></b></p> <p>District Leadership CIA’s HS Principal HS Assistant Principals AP/Dual Credit Teachers</p>	\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>FES: NA</p> <p>SES: NA</p> <p>LES: N/A</p> <p>FSMS: N/A</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>FES: N/A</p> <p>SES:</p> <p>LES: NA</p> <p>FSMS: NA</p> <p>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.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: na</p> <p>SES: N/A</p> <p>LES: N/A</p> <p>FSMS: N/A</p> <p>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. Number of students interested in certain classes dictated the AP courses available for the 19-20 school year.</p>			



	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p><b>Strategy: Advanced Placement Offerings</b></p>	<p>Activity: <b>Advanced Placement Training</b></p> <p>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.</p>	<p><b>Evidence:</b> Certified AP/Dual Credit Teachers</p> <p><b>Members Responsible:</b> District Leadership HS CIA HS Principal HS Assistant Principals AP/Dual Credit Teachers</p>	\$0
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Activity: <b>Gatton Academy</b></p> <p>The district will support and encourage participation in the Gatton Academy as students qualify.</p>	<p><b>Evidence:</b> Counseling Appointments</p> <p><b>Members Responsible:</b> Superintendent CAO District Leadership HS CIA HS Principal HS Assistant Principals HS Counselors</p>	\$0
<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: na  SES: na  LES: NA  FSMS: NA  FSHS: Most AP teachers are attending the annual summer conference for their particular content area. All eligible students are encouraged to apply for Gatton and supported throughout the process. We had one Gatten student to graduate, and currently have one that will be a Senior and one that will be a Junior.</p> <p><b>October Progress Monitoring Notes:</b>  FES: na  SES: N/A  LES: N/A  FSMS: N/A  FSHS: Several verteran and new AP teachers attended summer conferences this past summer to enhance their classrooms. All eligible students are encouraged to apply for Gatton and supported throughout the process.</p>				

	KCWP 6: Establishing Learning Culture and Environment  <b>Strategy: Parent Involvement</b>	<b>Activity: Parent Contact</b>  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 : 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.	<b>Evidence:</b> Parent Night Agendas STEAM Showcase Logs Pictures  <b>Members Responsible:</b> Superintendent Chief Academic Officer Principals Assistant Principals CIA's Teachers	\$0
	<p><b>March Progress Monitoring Notes:</b>          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.</p> <p><b>June Progress Monitoring Notes:</b>          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 at least two home visits. SES: We use one call, report cards, next grade ready, newsletters, social media to open lines of communication between parents and staff.          LES: LES staff continues to communicate with parents using social media and One Call. Many families attended the Night of Innovation and the STEAM Showcase.          FSMS: Staff communicates with parents through one call, report cards, parent letter, social media. Several families attended the Night of Innovation and the STEAM showcase.          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 parent/teacher conferences and/or get involved in their child's education. With a new principal, communication devices will be discussed.</p> <p><b>October Progress Monitoring Notes:</b>          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 at least two home visits. We had roughly 500 participants in our Grandparents day events and a record number of tickets were sold for our Fall Festival.          SES: Thrillshare, report cards, next grade ready, newsletters, social media, parent teacher conferences, and we just applied for a grant to hold a parent night.          LES: We use thrillshare, report cards, next-grade ready, newsletters. parent activities, and social media to communicate between parents and staff.          FSMS: Teachers are expected to communicate with parents as needed. We also use one call, report cards, parent letters, and social media in order to communicate with parents. We also have our Parent Night coming up on October 24th.</p>			

	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.			
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Activity: <b>Communicating Celebrations and Achievements</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b></p> <p>Teacher schedules Newspaper articles Websites Emails</p> <p><b><u>Members Responsible:</u></b></p> <p>Superintendent DPP Chief Academic Officer Teachers Students</p>	\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>June: Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: We use leadership assemblies, remind, daily behavior reports, newsletters, award ceremonies, and social media to celebrate our students and our staff.</p> <p>LES: LES staff finished the year sharing information through our school newsletter and radio spots. We celebrated student success with families during the Honoring Excellence Celebrations and the year-end awards program. Students were recognized for academic and non-academic success. Awards given included but not limited to the Principal's Award, Perfect Attendance, Outstanding Student Award, DreamBox Award, Whoooo’s Reading Award, art award, and PE award.</p> <p>FSMS: Student achievements were celebrated during awards ceremonies on the last day of school. Awards were given in areas such as: attendance, PE, music, band and content specific.</p> <p>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.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: Leader of the Month, leadership assemblies, remind, social media, daily behavior reports, newsletters, award ceremonies, Teacher/Para of the month, to celebrate our students and staff.</p> <p>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. We continue to build on our Renaissance experience in celebrating students and staff.</p>			

	<p>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. We also celebrate student achievement through Renaissance Rallies at the end of every quarter.</p> <p>FSHS: Many teachers send out emails, Remind messages, and make phone calls to communicate with parents. The school as a whole sends a daily email for our announcements, messages to parents about students failing or receiving discipline referrals, counselors have Remind messages and newsletters for parents and students, one-call is used to push out reminders or important information, Facebook and Twitter are used to communicate upcoming events and celebrate successes, and the local newspaper is also informed of all activities and news from the school.</p>
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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 <b>Strategy</b> will the school/district use to address this goal? <i>(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.)</i> <ul style="list-style-type: none"><li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li><li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li><li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i> <ul style="list-style-type: none"><li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>	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	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  <b>Strategy: Writing</b>	Activity: <b>Writing</b>  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.	<b>Evidence:</b> Learning Community Day Agendas  <b>Members Responsible:</b> District Leadership Principals CIA's Content Area Teacher Leaders Classroom Teachers	\$0
<b>March Progress Monitoring Notes:</b> 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.				



<p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>FES: Our students write to learn, persuade, and inform using dictation, drawings, writings, and digital sources as defined by our ELA Standards.</p> <p>SES: With the new standards including teaching handwriting and cursive, there will be resources allocated to address this expectation. We successfully loaded a digital portfolio piece for 99% of our students, writing exit criteria guides instruction, there will be a need to develop formative assessments for the exit criteria at each grade level.</p> <p>LES: LES teachers continued to instruct students using the RUN the RACE organizer. Practice sessions for on-demand writing have taken place twice this year during learning checks.</p> <p>FSMS: Students continued to practice RUN the RACE as an organizer on short answer and extended response questions.</p> <p>FSHS: As a school, we have discussed writing across content areas, the common language we use, and specifics for students to replicate when trying to write under a time constraint. We have meetings planned to discuss literacy and writing in the classrooms to further everyone’s understanding.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: Students are learning to write and utilizing digital resources.</p> <p>SES: We continue to implement Run the Race as a writing organizer, as well as 2.8 paragraph structure and live scoring structures to improve content attainment. We will also work toward more writing across content such as social studies and science written assessments.</p> <p>LES:LES teachers continue to instruct students using the RUN the RACE organizer. Practice sessions for on-demand writing will take place twice this year during learning checks. Our writing exit criteria will guide instruction.</p> <p>FSMS: Students continued to practice RUN the RACE as an organizer on short answer and extended response questions. We are also putting an emphasis on writing in all content areas this year.</p> <p>FSHS: Prior to the start of school, we discussed with teacher leaders the importance of having everyone on the same page, starting with each department, on how they teach writing and what their process is for developing student writing pieces. These conversations are on-going. We have also had a discussion on writing time restraints so students are prepared for the KPREP.</p>			
<p>KCWP 2: Design and Deliver Instruction</p> <p><b>Strategy: Writing</b></p>	<p>Activity: <b>Writing Policy</b></p> <p>Each Simpson County School will revise their writing policies to submit to KDE for approval.</p> <p>Students (K-12) will complete an electronic Google Writing Portfolio.</p>	<p><b><u>Evidence:</u></b></p> <p>Writing Policy Documents</p> <p><b><u>Members Responsible:</u></b></p> <p>Superintendent Chief Academic Officer Instructional Supervisor CIA’s Teachers Students</p>	<p>\$0</p>
<p><b>March Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: We recently revised and updated the Elementary Writing Policy, and it went into effect as of January 2019.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p>			

<p>FES: he Elementary Writing Policy was approved by our SBDM Council. This policy went into effect January 2019. A student writing piece was added for each student to the district electronic writing folders this spring.</p> <p>SES: Elementary writing policy was followed at SES and revised then approved by our SBDM council</p> <p>LES: Teachers have input a writing sample in the electronic portfolio of each student.</p> <p>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.</p> <p>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 and will be reviewed at the beginning of the 19-20 school year.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: The Elementary Writing Policy was approved by our SBDM Council. This policy went into effect January 2019. A student writing piece was added for each student to the district electronic writing folders this spring.</p> <p>SES: Our writing policy was revised and improved upon, then approved by the SBDM council for the 19-20 school year. Students are now submitting a writing piece each year via google drive to serve as his/her digital portfolio.</p> <p>LES: Writing policy was reviewed and revised by the SBDM Council and went into effect January 2019. Students will begin the process of writing pieces to be a part of his or her Google Writing Portfolio.</p> <p>FSMS: Our writing policy has been revised, updated and approved by SBDM.</p> <p>FSHS: The HS writing policy was reviewed and no new revisions were made for the 19-20 school year. The rubric was completed and pieces met the criteria set out by the state.</p>			
KCWP 5: Design, Align and Deliver Support	Activity: <b>Instructional Strategies</b>	<b>Evidence:</b> Weekly Overviews PD’s Walkthroughs	\$1500.00
<b>Strategy: Instruction</b>	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.	<b>Members Responsible:</b> Superintendent Chief Academic Officer Instructional Supervisor CIA’s Teachers Students	
<p><b>March Progress Monitoring Notes:</b></p> <p>FES: FES teachers follow the district writing plan.</p> <p>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.</p> <p>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.</p> <p>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.”</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>FES: FES teachers follow the district writing plan.</p> <p>SES: Total participation, Kagan, and Ortan gillingham are all part of our summer PD to enhance and enrich our classroom best practices.</p>			

	<p>LES: Total Participation and enrichment strategies were topics of our first round of summer PD. These strategies will be a focus for next year to increase engagement and rigor in every classroom.</p> <p>FSMS: Teachers practiced a “strategy of the month” 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.</p> <p>FSHS: Teachers met in PLC’s weekly to discuss strategies, data, assessments, and next steps. Admin will discuss, over the summer, programs or PD’s needed to support further instructional strategies.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: OG strategies are discussed and monitored as progress is made through the first year of utilizing the strategies.</p> <p>SES: Instructional strategies such as Kagan, thoughtful ed, and antonetti are a focus of our professional developments and are also found in our weekly PLC meetings, after school PLCs once per month, as well as new teacher meetings.</p> <p>LES: Total Participation and enrichment strategies were topics of our first round of summer PD. These strategies will be a focus for next year to increase engagement and rigor in every classroom.</p> <p>FSMS: Instruction strategies are discussed during PPMs with Mr. Perdue. Teachers are also going to participate in peer observations in order to learn various instructional strategies from other teachers.</p> <p>FSHS: Teachers have a toolbox of instructional strategies they draw from and departments are quick to share with one-another anything new or things that work for them in the classroom. Any new strategies brought into the school are discussed in Teacher Leader meetings, as well as in PPM’s.</p>			
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 2: Design and Deliver Instruction</p> <p><b>Strategy: Professional Learning</b></p>	<p>Activity: <b>Professional Learning</b></p> <p>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.</p> <p>SS Consultant will work with teachers at LES on Learning Community Days.</p> <p>Abel and Atherton Consulting will provide Writing Professional Development focused on On-Demand Writing skills for teachers 3rd-12th.</p>	<p><b>Evidence:</b></p> <p>Meeting Agendas Site Visit Discussions PLC Agendas/Notes Professional Development LCD Agendas</p> <p><b>Members Responsible:</b></p> <p>District Leadership CIA’s Principals Assistant Principals Teachers</p>	\$8000.00
	<p><b>March Progress Monitoring Notes:</b></p> <p>FES: FES teachers are using instructional strategies in reading classes such as Thoughtful Ed and Kagan Strategies.</p> <p>SES: Teachers have used Abel and Atherton materials to implement writing strategies for writing to learn and writing to demonstrate learning.</p> <p>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.</p> <p>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.</p> <p>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.</p>			

	<p><b>June Progress Monitoring Notes:</b>  FES: FES teachers are using instructional strategies in reading classes such as Orton Gillingham, Thoughtful Ed and Kagan Strategies.  SES: We will address the need for writing exit criteria formative assessments to help guide progress toward next grade ready and writing standards attainment.  LES: Both fourth and fifth grade social studies teams will meet with Dr. Kirchner this summer to analyze the new social studies standards and revise instructional plans. Writing teachers who attended the on-demand training continued to improve instruction using suggestions from Abell and Atherton.  FSMS: Teachers will have the opportunity to select 6 hours of PD based on their specific growth areas starting this summer. 12 hours of PD will be centered on creating common formative/summative assessments on August 5th and 6th.  FSHS: Teachers were given options for summer PD to fulfill their 12 hours; they all submitted PD plans for approval. Teachers will have a PD day scheduled for August 7th and plans are tentative as of now. Through the year, teachers will be given a menu of options to pick from based on teacher needs.</p> <p><b>October Progress Monitoring Notes:</b>  FES: FES teachers are using instructional strategies in reading classes such as Orton Gillingham, Thoughtful Ed and Kagan Strategies.  SES: We still need to address the need for writing exit criteria formative assessments to guide progress toward next grade ready and writing standards attainment.  LES: Fourth and fifth grade social studies teams met with Dr. Kirchner to review and analyze the new social studies standards and revise overviews. The teachers spent time over the summer learning about total participation techniques and folders were made for each child to be engaged in his or her learning. Teachers also had the opportunity to spend six hours developing plans for teaching his or her subject areas by integrating new instructional strategies, questioning, and discussion prompts. We also developed a menu of topics that teachers felt they needed or wanted to learn more about.  FSMS: Teachers will do 6 hours of PD on their own in order to meet the needs of their growth plan. Other hours will be centered around providing rigorous instruction in the classroom.  FSHS: Teachers are required to get 12 hours of PD on their own. A menu of options were sent out at the end of the school year and teachers had to choose what they were doing and submit their plans for approval. Teachers completed those hours and then completed 6 hours as a group prior to the start of school. There is a PD opportunity made available each month for those still lacking in hours as many teachers will complete more than 12 over the summer based on the nature of the conferences they attend.</p>			
Objective 2: To increase the number of elementary students scoring Proficient and Distinguished from 69 to 73 in Social Studies on the KPREP assessment.	<p>KCWP 1: Design and Deploy Standards</p> <p><b>Strategy: Curriculum Mapping</b></p>	<p>Activity: <b>SS Standards</b></p> <p>Once new KDE Standards have been approved, SS teachers will begin curriculum mapping and working with grade level partners and vertical content partners.</p>	<p><b><u>Evidence:</u></b>  Meeting Agendas  Site Visit Discussions  PLC Agendas/Notes  Professional Development LCD Agendas</p> <p><b><u>Members Responsible:</u></b>  District Leadership  CIA's  Principals  Assistant Principals  Teachers</p>	\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p>			

	<p><b>June Progress Monitoring Notes:</b>  FES: FES teachers will use future LCD days for SS mapping and incorporating OG strategies.  SES: We will use the district and KDE rollout plan to incorporate and build curriculum around the new SS standards.  LES: Both fourth and fifth grade social studies teams will meet with Dr. Kirchner this summer to analyze the new social studies standards and revise instructional plans.  FSMS: SS teachers have begun creating curriculum maps and will continue to work on these over the summer. PLC's will focus on building lessons using the new resource called "Active Classroom."  FSHS: SS teachers have been given the draft standards and are beginning to discuss curriculum maps and working together in PLC's to build lessons and assessments with the new standards.</p> <p><b>October Progress Monitoring Notes:</b>  FES: FES teachers will use future LCD days for SS mapping and incorporating OG strategies.  SES: Mr. Northern and Mrs. Vaughn collaborated together to begin developing thematic units based on the inquiry cycle, as well as begin to develop common science and social studies assessments.  LES: Both fourth and fifth grade social studies teams will meet with Dr. Kirchner this summer to analyze the new social studies standards and revise instructional plans.  FSMS: Social Studies teachers have created curriculum maps and have updated pacing guides to reflect the new standards. SS teachers will also be rewriting their common assessments to match the new standards.  FSHS: Social Studies teachers spent part of their summer working on new units and aligning everything to the new standards. They are working in their PLC's weekly to address any and all changes as they work through their units. They will be given time this year to work on their curriculum maps with these new standards.</p>			
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.	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 2: Design and Deliver Instruction</p> <p><b>Strategy: Professional Learning</b></p>	<p>Science teachers from LES and FSMS will participate in Primser Training.</p> <p>Teachers will continue to implement two Through Course Tasks from KDE resource site.</p> <p>Teachers will visit other schools in the region to collaborate.</p> <p>Students at FSMS will receive an enrichment Science class during Wildcat Period.</p>	<p><b>Evidence:</b>  Meeting Agendas  Site Visit Discussions  PLC Agendas/Notes  Professional Development LCD Agendas</p> <p><b>Members Responsible:</b>  District Leadership  CIA's  Principals  Assistant Principals  Teachers</p>	300,000
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b></p>			



	<p>FES: Teachers completed TCT this spring.</p> <p>SES: Teachers use TCT as a guide to instruction.</p> <p>LES: Teachers used the results from TCTs to plan instruction.</p> <p>FSMS: 7th grade science teachers used Wildcat Period to teach an enrichment class for the GT students on their team. Each teacher had students review previous content from 5th and 6th grades through project based learning.</p> <p>FSHS: Science department will review their curriculum maps and make any adjustments as needed. Though the implement TCT's once a semester, discussions will take place in the upcoming year as to what we can do to make them more viable and less "stop drop and assess" so they implement them fluidly into their lessons.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES:</p> <p>SES: There is a need to develop common science and social studies assessments to ensure the rigor of the standards being taught to mastery.</p> <p>LES: 5th grade teachers help to design a science KPREP like test that will be used for their first test. Teachers then worked on developing vocabulary, instructional strategies, and questions to develop the unit. 4th grade teachers will be assisted in learning the depth of the standards and how to integrate a plethora of ideas into a functional unit that supports the depth of the standard.</p> <p>FSMS: Science teachers are currently researching new curriculum to use in the classroom to match the current science standards. We are also assisting our science teachers in developing common assessments that include more writing pieces to match the rigor of the KPREP test. This work is taking place with Mr. Perdue in PPMs</p> <p>FSHS: The Science department has struggled with using the TCT's available to them as they do not fit into their units and standards as smoothly as in other grades. This year they have been given the green light to develop their own, using the exam same rigor and model as the current TCT's and must have them approved before the implement them in their classroom.</p>	
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Gap

<p><b>Goal: (SES and FSHS TSI Identification)</b></p> <p>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.</p> <p>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.</p>
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Which <b>Strategy</b> will the school/district use to address this goal? <i>(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.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>	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.	''	Activity: <b>Progress Monitoring</b>  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.	<b>Evidence:</b> Progress Monitoring Meeting Schedules  <b>Members Responsible:</b> District Leadership Principals Assistant Principals CIA’s Teachers School Psychologists		\$0
	<b>March Progress Monitoring Notes:</b> 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.				

<p><b>June Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: All students are monitored using Aimsweb and Easy CBM. Those tier 2 and tier 3 students are monitored in specific areas deemed needed by the progress monitoring team that meets and reviews data every 6 months.</p> <p>LES: All students were monitored throughout the year using AIMSWEB materials for math and fluency checks for reading. Students who have been identified by the progress monitoring team receive additional progress monitoring resources. The final PM meetings were held in March. These will resume in September. Next grade readiness will also be monitored by teachers beginning next fall.</p> <p>FSMS: Progress monitoring data was analyzed every 6 weeks through math and reading intervention. Tier 2 and 3 students have already been identified for the upcoming school year using this spring’s data.</p> <p>FSHS: Once again, progress monitoring was successful for the 18-19 school year. Plans are already being discussed for the 19-20 school year and ways we can include more without losing our focus or our effectiveness. 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. This open discussion on data and a focus on the SPED students allowed them to score very well on the ACT this year.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: Teachers enter progress monitoring data into a google sheets chart so that progress can be seen across a 6-12 week time period. This is for our most intensive students. Our tier 1 students are monitored on ORF, math computation, math concept application, and STAR three times per year. Our intensive student progress monitoring occurs during flex group instruction and assessment.</p> <p>LES: All students will be monitored throughout the year using AIMSWEB materials for math and fluency checks for reading. Students identified by the progress monitoring team will receive additional progress monitoring resources. Next grade readiness will also be monitored by teachers beginning this year. We are also planning a Hall of Fame to honor students with academic, attendance, and behavior criteria.</p> <p>FSMS:</p> <p>FSHS: The Student Support Team is again up and running for the new year. They keep track of all data on students that are included in the meetings and those students are monitored weekly. SPED students in both 10th and 11th grade will begin a tracking system for KPREP and ACT readiness.</p>				
<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Response to Intervention</b></p>		<p>Activity: <b>RTI Process</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b></p> <p>RTI Process Documentation School Psychologists School Meeting Schedule</p> <p><b><u>Members Responsible:</u></b></p> <p>District Leadership Principals Assistant Principals Teachers School Psychologists</p>	<p>\$0</p>
<p><b>March Progress Monitoring Notes:</b></p>				

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>FSHS: N/A</p> <p><b>June Progress Monitoring Notes:</b></p> <p>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.</p> <p>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.</p> <p>LES: Students needing extra support are identified by the progress monitoring team and placed in intervention classes or plans are made to determine need/eligibility for special ed services.</p> <p>FSMS: Students identified for needing extra support are placed in intervention classes such as reading, math or PASS (behavior).</p> <p>FSHS: N/A</p> <p><b>October Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: We use the RTI model for SCS to determine students needing special ed referrals as well as prescribe interventions for those tier 3 and tier 2 students.</p> <p>LES: Students needing extra support are identified by the progress monitoring team and placed in intervention classes or plans are made to determine need/eligibility for special ed services.</p> <p>FSMS: Teachers entered behavior screener data for every student in the building on October 2nd after school. Teachers used a district Google Form for this process. Further, we utilize math and reading intervention classes to offer extra support as well as a PASS program for behavior interventions.</p> <p>FSHS: N/A</p>			
KCWP 3: Design and Deliver Assessment Literacy	Activity: <b>Student Achievement Analysis</b>	<p>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.</p>	<p><b><u>Evidence:</u></b></p> <p>Site Visit Agendas/Notes Planning Period Meetings Guided Planning Meetings Admin Meetings</p> <p><b><u>Members Responsible:</u></b></p> <p>District Leadership Principals</p>		\$0
KCWP 4: Review, Analyze and Apply Data					
KCWP 5: Design, Align and Deliver Support					

	Strategy: GAP Reduction Analysis		Assistant Principals CIA's Teachers		
	<p><b>March Progress Monitoring Notes:</b>  <b>FES: NA</b>  <b>SES:</b> For each CASE or learning check, we analyze GAP group progress and achievement compared to STAR and KPREP.  <b>LES:</b> 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.  <b>FSMS:</b> 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.  <b>FSHS:</b> 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.</p> <p><b>June Progress Monitoring Notes:</b>  <b>FES: NA</b>  <b>SES:</b> Summative assessments are disaggregated by flex groups and by gap groups in order to meet instructional needs of students.  <b>LES:</b> Data is analyzed for all students, by flex groups, and by GAP groups. Strategies for better meeting the needs of struggling groups were developed.  <b>FSMS:</b> Teachers use our flex period (last 45 minutes) to respond to the data from CASE, STAR or KPREP. Students are selected and rotate out of the class as they master specific standards.  <b>FSHS:</b> Incoming 8th grade students will be placed in intervention classes (math or reading) based on STAR and Explorer scores; 10th-12th grade students are placed in intervention academic times (30 minutes daily) based on classroom performance/assessments and CCR needs.</p> <p><b>October Progress Monitoring Notes:</b>  <b>FES: na</b>  <b>SES:</b> KPREP results were broken down into subjects as well as GAP groups compared to reference groups. CASE assessments are also analyzed by item as well as by each GAP group in order to identify strengths and weaknesses and work toward more rigorous instruction to impact achievement.  <b>LES:</b> Data for K-PREP will be disaggregated into GAP groups and decisions were considered for the school to offer acceleration classes and extra adult support in the classrooms. Also, CASE assessments will be analyzed 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.</p> <p><b>FSMS:</b> Admin Team has met with teachers to help provide the data from the most recent KPREP assessment. Mr. Grover meets with team leaders every other week and they are in the process of coming up with a plan to utilize FLEX period to help address the significant gaps identified by the KPREP assessments (students with disabilities). Further, we will be utilizing CASE and STAR data as well throughout the year to help determine which students could use the extra support.  <b>FSHS:</b> Students, typically freshmen to get them off to a good start, are placed in Math intervention or Reading intervention based on their needs when looking at their STAR and Explorer scores. All teachers have their own form of “intervention” in their classroom based on the data they collect through formative assessments. And, students have time during Academic Time and before or after school for any help or intervention in any course.</p>				
	KCWP 3: Design and Deliver Assessment Literacy  KCWP 4: Review, Analyze and Apply Data	Activity: <b>Camp Little Cats</b>  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.	<b>Evidence:</b> Camp Little Cats Agenda Camp Little Cats Schedule Camp Little Cats Mailings  <b>Members Responsible:</b> Instructional Supervisor		\$22,200.00

	KCWP 5: Design, Align and Deliver Support  <b>Strategy: GAP Reduction Analysis</b>		GT Coordinator CAO Camp Little Cats Support Staff		
	KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support	Activity: <b>Instructional Modifications</b>  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.	<b>Evidence:</b> Site Visit Agendas/Notes Planning Period Meetings Guided Planning Meetings Admin Meetings  <b>Members Responsible:</b> District Leadership Principals Assistant Principals CIA's Teachers		\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: year - end data was analyzed to determine participants in Camp Little Cats.  SES: CIAs and district leadership worked together to identify and design programs to meet student needs.  LES: Year-end data was analyzed to determine needed changes for next school-year.  FSMS: Student data, from various assessments, were analyzed to determine student placement and changes for next year.  FSHS: Teachers will continue to meet every Friday morning (and one Wednesday a month) from 7:45 - 8:30 within their PLCs to analyze student data and instructional strategies during the upcoming year.</p> <p><b>October Progress Monitoring Notes:</b>  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: KPREP, STAR, CASE and benchmark data is analyzed and then there will be a reflection of curriculum and instruction based on these data points.  LES: K-Prep, STAR, and CASE data will be analyzed and changes will be made instructionally to support student needs.</p>				



	<p>FSMS: Teachers have common planning with their content partners and are expected to document their work together each week in shared Google Slides. Teachers meet every other week with the admin team to review data and discuss next steps.</p> <p>FSHS: Teachers meet every Friday for a PLC with their content partner and once a month the department will meet and discuss any information or data as a whole group.</p>				
<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> <p><b>Strategy: Progress Monitoring</b></p>	<p>Activity: <b>Analyze Non-Cognitive Data</b></p> <p>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.</p>	<p><b>Evidence:</b></p> <p>School Site Visit Agendas Truancy Meetings DPP Reports</p> <p><b>Members Responsible:</b></p> <p>District Leadership Principals Assistant Principals DPP Attendance Clerks School Social Workers</p>			\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>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.</p> <p>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.</p> <p>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%.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: Quarterly non cognitive data is analyzed, PBIS teams meet monthly, and monthly meetings are held with the DPP, social worker, AP, and others to address areas of need for both the school and the students.</p> <p>LES: The PBIS team continued to share discipline data and look for ways to use positive reinforcement to be more diligent in preventing misbehavior. Monthly attendance meetings continue. Over 20 students were recognized for perfect attendance at our awards ceremony in May and three were chosen to receive bicycles that had been donated.</p> <p>FSMS: Monthly attendance/behavior meetings are held with the DPP, counselors and social workers to discuss data. This data is then discussed by the admin team during our weekly meetings.</p> <p>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.</p>				

	<p><b>October Progress Monitoring Notes:</b>  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: Quarterly non cognitive data is analyzed, PBIS teams meet monthly, and monthly meetings are held with the DPP, social worker, AP, and others to address areas of need for both the school and the students.  LES: Monthly attendance meetings are held with DPP, counselor, social worker, and principal. Parents are contacted when their child has missed three consecutive days. We also call when there are two or more unexcused absences.  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: 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 look at behavioral data weekly and share that information with teachers quarterly.</p>				
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p><b>Strategy: Staffing</b></p>	<p>Activity: <b>Staffing Assignments</b></p> <p>District, FSHS, FSMS, LES, ES, and FES administration will determine the assignment of staff to best serve the identified students.</p>	<p><b>Evidence:</b> Staff Assignments</p> <p><b>Members Responsible:</b> District Leadership Principals Assistant Principals</p>		
	<p><b>March Progress Monitoring Notes:</b>  FES: NA  SES: not applicable at this time  LES: Not applicable at this time  FSMS: Not applicable at this time  FSHS: Not applicable at this time</p> <p><b>June Progress Monitoring Notes:</b>  FES: Administration continues to work on determining assignment of staff for the upcoming school year.  SES: Administration continues to work on determining assignments of staff for the upcoming year.  LES: Administration continues to work on determining the best assignment of support staff.  FSMS: Administration continues to determine the best staffing assignments for the upcoming year.  FSHS: Once budget is finalized, admin discusses any issues and/or staffing changes, what areas have specific needs, and will work through staffing assignments.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Administration continues to work on determining assignment of staff for the upcoming school year.  SES: Admin continues to determine best assignment of support staff as needs change.  LES: Administration continues to work on determining the best assignment of support staff.  FSMS: FSMS uses a collaborative approach to decision making based off of several factors. Walkthrough data, PGES evaluations, and other coaching documentation helps serve as a basis for these types of decisions.  FSHS: Several changes were made, staffing-wise, at FSHS because of the budget.</p>				
	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Activity: <b>Instructional Materials</b></p> <p>An inventory of instructional resources will be reviewed and monitored annually to make sure individual schools have adequate research based programs, curriculum,</p>	<p><b>Evidence:</b> CIA Meetings/Agendas School Site Visits</p> <p><b>Members Responsible:</b></p>		\$0

	<b>Strategy: Curriculum Resources</b>	and technology resources in order to complete the instructional process. The list of resources will be shared with the schools.	District Leadership CIA's Principals Assistant Principals		
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> Instructional Materials are reviewed annually to determine if adequate resources are available to the school.  <b>SES:</b> 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  <b>LES:</b> 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.  <b>FSMS:</b> 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.  <b>FSHS:</b> 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.</p> <p><b>June Progress Monitoring Notes:</b>  <b>FES:</b> Instructional Materials are reviewed annually to determine if adequate resources are available to the school.  <b>SES:</b>  <b>LES:</b> Teachers have expressed their needs and decisions will be made as to how to best use funds to meet these needs.  <b>FSMS:</b> All staff members have submitted their request to the principal/SBDM for next year.  <b>FSHS:</b> Teachers have submitted their requests/needs/desiries for the upcoming school year and admin will meet to discuss the best use of funds to meet their needs.</p> <p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> Instructional Materials are reviewed annually to determine if adequate resources are available to the school.  <b>SES:</b> Instructional resources are assessed by formative and summative assessments.  <b>LES:</b> The teachers are constantly assessing instructional resource needs.  <b>FSMS:</b> Mr. Perdue does a great job with a live Google Document that is shared with teachers that allow them to add their class/program needs. He reviews this continually and tries to help ensure all teachers get the resources they need to help their students be successful.  <b>FSHS:</b> Departments assessed their needs prior to school and took care of gathering items and resources with department monies as school started. They will assess their needs throughout the year to ensure we have access to the appropriate resources for student achievement.</p>				
	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  <b>Strategy: GAP Equity</b>	Activity: <b>Core Curriculum</b>  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 differentiation will be evident in lesson plans. All staff will increase ownership and outcomes of students with disabilities.	<b>Evidence:</b> Student Schedules  <b>Members Responsible:</b> District Leadership Principals Assistant Principals CIA's Resource Staff		\$0
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> All students have access to core curriculum in all subject matters.  <b>SES:</b> All students have access to core content areas.  <b>LES:</b> All students at LES have access to the same core curriculum unless IEP states differently.</p>				

	<p>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.</p> <p>FSHS: All students have access to core curriculum in all content areas.</p> <p><b>June Progress Monitoring Notes:</b>  FES: All students have access to core curriculum in all subject matters.  SES: We have planned summer PD to address equity and access such as Orton Gillingham, Kagan, and Total Participation.  LES: All students are given access to Tier 1 instruction. Those who need more support receive instruction with additional skills.  FSMS: Tier 1 instruction is made available to all students. SpED teachers work with their students additionally during flex period to provide additional support.  FSHS: All students have access to core curriculum in all content areas.</p> <p><b>October Progress Monitoring Notes:</b>  FES: All students have access to core curriculum in all subject matters.  SES: All students have access to the core curriculum.  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 student have access to core curriculum in all content areas.</p>				
	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p><b>Strategy: ELL Intervention</b></p>	<p>Activity: <b>EL Services</b></p> <p>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.</p> <p>EL Parents will be invited to attend a parent night.</p> <p>Specialized Programs Department purchased an online translation support program to assist with translation in native languages.</p>	<p><b>Evidence:</b> EL Teacher Schedules</p> <p><b>Members Responsible:</b> District Leadership Principals Assistant Principals Teachers EL Staff</p>		\$13,182.00
	<p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Support Services</b></p>	<p>Activity: <b>Programs and Services</b></p> <p>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.)</p>	<p><b>Evidence:</b> Program Agendas Participation Pics/Sign In Sheets/etc.</p> <p><b>Members Responsible:</b> Specialized Instructional Programs Consultant Principals CIA's School Staff Community Service Providers</p>		\$0

	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> Identified ELL Students receive support in core academic subjects within the mainstream classroom.  <b>SES:</b> 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.  <b>LES:</b> 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.  <b>FSMS:</b> 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.  <b>FSHS:</b> 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.</p> <p><b>June Progress Monitoring Notes:</b>  <b>FES:</b> Identified ELL Students receive support in core academic subjects within the mainstream classroom.  <b>SES:</b> Family resources, EL teachers, and social worker works with teachers to keep a check on academic, social, and emotional needs of EL students.  <b>LES:</b> A variety of supports were put in place for families of EL students that recently moved in. Our Family Resource director continues to work closely with staff as part of the admin team to support our students.  <b>FSMS:</b> All ELL identified students receive support in mainstream classrooms, FLEX, and/or support classes; all students have equal opportunities with FRYSC, school nurse, ELL services, backpack program, etc.  <b>FSHS:</b> 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.</p> <p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> Identified ELL Students receive support in core academic subjects within the mainstream classroom.  <b>SES:</b> Family resources, EL teachers, and school social workers work together to address needs of EL students.  <b>LES:</b> A variety of supports were put in place for families of EL students that recently moved in. Our Family Resource director continues to work closely with staff as part of the admin team to support our students.  <b>FSMS:</b> All ELL identified students receive support in mainstream classrooms, FLEX, and/or support classes; all students have equal opportunities with FRYSC, school nurse, ELL services, backpack program, etc.  <b>FSHS:</b> 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. Teachers have also been trained on how to accomodate for their ELL students in the classroom.</p>				
	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p><b>Strategy: Intervention Data Tracking</b></p>	<p>Activity: <b>Tracking Sheet</b></p> <p>Each school will develop and follow a school tracking sheet for all students whose 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.</p>	<p><b><u>Evidence:</u></b> Tracking Sheets</p> <p><b><u>Members Responsible:</u></b> District Leadership Principals Assistant Principals Teachers Intervention Staff</p>		\$0
	<b>March Progress Monitoring Notes:</b>				

	<p>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.</p> <p>SES: We have a next grade ready tracking sheet and system, as well as a writing tracking system.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: Our tracking data has been passed on to the next grade level for teachers, and fourth grade admin at LES.</p> <p>LES: The data is kept on a spreadsheet by the CIA to track progress of Tier 3 students for discussions during progress monitoring meetings.</p> <p>FSMS: All data is tracked on a spreadsheet by the CIA and used to track Tier 3 progress.</p> <p>FSHS: SST maintained a spreadsheet monitoring students and their progress in reading, math, behavior, etc. All students had access to before and after school tutoring, as well as many had opportunities for credit recovery after school. Currently we have students with credit recovery during summer school.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: CASE, STAR, and benchmark data are tracked and reflected upon for each student. Some data is tracked over several years to show growth and patterns in learning such as summer regression.</p> <p>LES: Our progress monitoring data shows all students below grade level. Students that do not have an IEP take part in Acceleration Reading. We will be more intentional in tracking students through Next Grade Readiness.</p> <p>FSMS: All assessment data from CASE and STAR Assessments 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.</p> <p>FSHS: Student Support Team (SST) pulls down students every Thursday and monitors their progress in all their classes. They maintain a spreadsheet to keep up with their progress in class, as well as in behavior. All students have access to before and after school tutoring and credit recovery, if needed.</p>				
	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p><b>Strategy: Intervention Programming</b></p>	<p>Activity: <b>Intervention Support</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b></p> <p>Student Schedules Tier Progress Data (Student) Progress Monitoring Meetings</p> <p><b><u>Members Responsible:</u></b></p> <p>District Leadership Principals CIA’s Teachers Intervention Staff</p>		\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>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.</p>				



	<p>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.</p> <p>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.</p> <p>FSMS: Math and Reading interventions currently use Read 180, Systems 44, TenMarks and IXL to support students.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b> FES: FES utilizes IXL and iRead for all students. SES: Successmaker and some use iRead/System 44 LES: All LES students continued to use Whooo’s Reading and Dreambox. Intervention students use Read 180 and System 44. EL students use Imagine Learning. FSMS: FSMS will continue to utilize iXL for next year in Science, Math, and ELA. We are looking to utilize resources such as Active Classroom for Social Studies. In addition, we will continue to use Read 180 and System 44 to help with reading intervention. FSHS: Students in need of reading and/or math intervention were placed in Read 180, Systems 44, or Catch-up math. Teachers also utilized IXL and other web-based interventions within their classroom and academic time.</p> <p><b>October Progress Monitoring Notes:</b> FES: FES utilizes IXL and iRead for all students. SES: AR reading, successmaker, and System 44 are our main programs for reading and math differentiation. LES: All LES students continued to use AR Reading and Dreambox. Intervention students use Read 180 and System 44. EL students use Imagine Learning. FSMS: FSMS utilizes iXL for Science, Math, and ELA. We are utilizing Active Classroom for Social Studies. In addition, we will continue to use Read 180 and System 44 to help with reading intervention. Currently, we are exploring different options to help our Science teachers. FSHS: Students in need of intervention in Reading or Math are placed in Read180 or Catch-up Math. Teachers also utilize IXL and other web-based interventions in their classroom and during academic time.</p>			
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> <p><b>Strategy: Community Support</b></p>	<p>Activity: <b>Tutoring at Boys and Girls Club</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b> Tutoring Assignments STAR Reports Progress Monitoring Data</p> <p><b><u>Members Responsible:</u></b> Boys and Girls Club Leadership Specialized Instructional Programs Consultant Boys and Girls Club Teacher CIA’s</p>	\$15,300.00
	<p><b>March Progress Monitoring Notes:</b> 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.</p>			

	<p><b>June Progress Monitoring Notes:</b>  <b>FES:</b> na  SES: SES students continue to attend and receive support at the Boys and Girls Club  LES: LES students continue to attend and receive support at the Boys and Girls Club.  FSMS: Students from FSMS continue to attend and receive support from the Boys and Girls Club.  FSHS: Students from FSHS will continue to collaborate with the Boys and Girls Club as support within their peer mentoring program.</p> <p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> na  SES: SES students continue to attend and receive support at the Boys and Girls Club  LES: LES students continue to attend and receive support at the Boys and Girls 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.</p>				
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Student Support Services at FSHS and FSMS</b></p>	<p>Activity: <b>Support Teams</b></p> <p>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.</p>	<p><b>Evidence:</b>  Student Success Meetings w/Resource Teacher  Student Data</p> <p><b>Members Responsible:</b>  Specialized Instructional Programs Consultant  HS Principal  HS Asst. Principal  Teachers  MS Principal  MS Asst. Principal  CIA's  Resource Teachers</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> 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.</p> <p><b>June Progress Monitoring Notes:</b>  <b>FES:</b> na  SES: flex grouping and intervention is part of our daily practice and continued through May.  LES: Acceleration support was provided through the last week of school in the areas of reading and math.  FSMS: Students were supported through the end of school in our WILDCAT and FLEX periods. We continued to offer after school services as well. Currently, through June 13th, FSMS is offering Summer School services to nearly twenty students through a combination of direct instruction and computer-based supplements.</p>				

	<p>FSHS: The student support team met with students once a week to discuss grades, behavior, and attendance. Students were monitored and aided in areas they were struggling with. Tutoring was also offered before and after school each week.</p> <p><b>October Progress Monitoring Notes:</b>  FES: na  SES: Daily students have reading and math flex times in which students are provided enrichment and intervention on the foundational skills of both.  LES: The acceleration program serves students in reading and especially the GAP populations that are below the 25th percentile.  FSMS: FSMS utilizes math and reading intervention classes to help serve students who fall below the 25th percentile according to STAR data. Additionally, students are able to receive extra help in FLEX as well as after school tutoring in response to assessment data. Additionally, teachers in Reading and Math will soon be able to analyze data from the CASE assessment (three times per year) to help determine which students need extra support moving forward.  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 and rewarded when they show advancement and hard work. Tutoring is also offered before and after school each week for any and all students.</p>				
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p><b>Strategy: Communication</b></p>	<p>Activity: <b>Parent Opportunities</b></p> <p>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.</p>	<p><b>Evidence:</b>  Parent Letters  Parent Night Agendas</p> <p><b>Members Responsible:</b>  Specialized Instructional Programs Consultant  Principals  Assistant Principals  CIA’s  Resource Teachers</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  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: All students new to the progress monitoring system had a letter mailed to parents to inform families of this process. STAR Parent Reports were sent home with fourth quarter report cards.  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.</p>				

	<p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> Each parent is informed of their child's Tier level 1,2 or 3 at Parent Teacher conferences.  <b>SES:</b> 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.  <b>LES:</b> We use benchmark reports, standards based grading, next grade ready, and parent notes to inform students of progress toward proficiency or tier 3 status.  <b>FSMS:</b> 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.  <b>FSHS:</b> 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.</p>				
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: CCR GAP Interventions</b></p>	<p>Activity: <b>Persistence to Graduation</b></p> <p>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.</p>	<p><b>Evidence:</b>  GAP spreadsheet  Student data</p> <p><b>Members Responsible:</b>  Specialized Instructional Programs Consultant  HS Principal  HS Assistant Principals  HS Counselors  Special Education Teacher</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> NA  <b>SES:</b> n/a  <b>LES:</b> N/A  <b>FSMS:</b> N/A  <b>FSHS:</b> Counselors maintain a CCR spreadsheet to track student progress towards graduation.</p> <p><b>June Progress Monitoring Notes:</b>  <b>FES:</b> NA  <b>SES:</b> n/a  <b>LES:</b> NA  <b>FSMS:</b> NA  <b>FSHS:</b> Counselors maintained a CCR spreadsheet to track student progress towards graduation for the 18-19 school year. A list of those already college or career ready for the Seniors of 20 has already begun.</p> <p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> na  <b>SES:</b> n/a  <b>LES:</b> N/A  <b>FSMS:</b> N/A  <b>FSHS:</b> Counselors maintain a CCR spreadsheet to track student progress towards graduation.</p>				



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 <b>Strategy</b> will the school/district use to address this goal? <i>(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.)</i> <ul style="list-style-type: none"><li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li><li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li><li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(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.</i> <ul style="list-style-type: none"><li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		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	Activity: <b>Academic Support</b>	<b>Evidence:</b> Increased CCR Score Extended School Completion Before/After school Tutoring Services  <b>Members Responsible:</b> District Leadership Team HS and WC Principals HS Assistant Principals CTE Coordinator HS Guidance Counselors/SSW HS CIA		\$0
	<b>Strategy: Persistence to Graduation</b>	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.			
<b>March Progress Monitoring Notes:</b> FES: NA SES:N/A					



<p>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.</p> <p><b>June Progress Monitoring Notes:</b> FES: NA SES: n/a LES: NA FSMS: NA FSHS: Tutoring was offered before and after school each week. Students are also attending summer school for credit recovery and others will participate in the credit recovery program with Mrs. Alley after school next year at West Campus.</p> <p><b>October Progress Monitoring Notes:</b> FES: na SES: n/a LES: N/A FSMS: N/A FSHS: Tutoring is available before and after school most days each week. Students also have a chance to do credit recovery after school with Mrs. Alley at West Campus, and summer school will be available again in 2020. Counselors work with Seniors to ensure they are still on track to graduate and update the CCR spreadsheet as needed.</p>				
KCWP 4: Review, Analyze and Apply Data	<p>Activity: <b>Persistence to Graduation Tool</b></p> <p>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.</p> <p>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.</p>	<p><b>Evidence:</b> Increased students meeting graduation requirements</p> <p><b>Members Responsible:</b> District Leadership HS and WC Principals HS Assistant Principals HS Guidance Counselors HS CIA</p>		\$0
<p><b>March Progress Monitoring Notes:</b> 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.</p> <p><b>June Progress Monitoring Notes:</b> FES: NA SES: n/a LES: NA FSMS: NA FSHS: Counselors maintained an updated CCR spreadsheet to ensure students were on-track to graduate and intervened as necessary,. They have already begun a new spreadsheet for the 19-20 school year.</p>				

<p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> na  <b>SES:</b> n/a  <b>LES:</b> N/A  <b>FSMS:</b> N/A  <b>FSHS:</b> Counselors maintain and update a CCR spreadsheet to ensure students are on-track to graduate and intervene as necessary.</p>				
<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> <p><b>Strategy: Public Relations</b></p>	<p>Activity: <b>School Visits</b></p> <p>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.</p> <p>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.</p> <p>FSMS students will participate in ILP presentations and guidance on their plan with a career counselor during Operation Preparation.</p> <p>FSMS students will participate in South Central Kentucky Career Pathways (SKY Launch) Program at SWHS in Nov. 2018.</p> <p>FSMS students will also participate in Freshman Orientation in the summer of 2019.</p>	<p><b><u>Evidence:</u></b>  Counseling Sessions  Introduction to Career Pathways  Visits to School  SCK Launch Event  Participation  Freshman Orientation</p> <p><b><u>Members Responsible:</u></b>  District Leadership  HS and WC Principals  HS Assistant Principals  HS Guidance Counselors  HS CIA  MS Counselor  MS Principal  MS Assistant Principals</p>		\$0
<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> NA  <b>SES:</b> n/a  <b>LES:</b> N/A  <b>FSMS:</b> 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.  <b>FSHS:</b> 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.</p> <p><b>June Progress Monitoring Notes:</b>  <b>FES:</b> NA  <b>SES:</b> na  <b>LES:</b> NA  <b>FSMS:</b> Students completed their ILP's during flex period early this spring. High School tours occurred late March along with Operation Preparation.  <b>FSHS:</b> Teachers and students aided in the 8th grade tours this year, as well as the CTE department for students to explore different career pathways. This year was a success as it has been in previous years.</p> <p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> na  <b>SES:</b> n/a</p>				

	<p>LES: N/A</p> <p>FSMS: FSMS 8th graders will soon be participating in the SCK Launch. They will look to complete their ILPs in March of 2020. High school tours will be scheduled as always in the Spring of 2020.</p> <p>FSHS: In the Spring of 2020, teachers and students will work to design 8th grade tours and the CTE department will set up booths to explain career pathways we have available at FSHS. Clubs will also set up booths to recruit students to join.</p>				
	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> <p><b>Strategy: Credit Recovery</b></p>	<p>Activity: <b>Alternative Participation</b></p> <p>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.</p> <p>Student Support Teams meet weekly to discuss at risk students resource students that are failing classes.</p> <p>FSHS participates in the Trio Program provided by WKU to support first generation college students.</p> <p>Classes will be scheduled during the school day as well as after school to accommodate scheduling conflict with all students.</p> <p>Students are also able to participate in classes that are virtual only attendees to Simpson County Schools.</p>	<p><b>Evidence:</b></p> <p>Student Schedules</p> <p>Students will have an opportunity to earn class credit in order to graduate.</p> <p><b>Members Responsible:</b></p> <p>District Leadership Team</p> <p>HS and WC Principals</p> <p>HS Assistant Principals</p> <p>CTE Coordinator</p> <p>HS Guidance</p> <p>Counselors/SSW</p>		\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>FES: NA</p> <p>SES: n/a</p> <p>LES: N/A</p> <p>FSMS: N/A</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>FES: NA</p> <p>SES: na</p> <p>LES: NA</p> <p>FSMS: NA</p> <p>FSHS: Opportunities are available to students during the school year to make up credits with Mrs. Alley after school at West Campus and during the summer with Summer school. FSHS does offer a VNA program for students needing an alternate setting.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: na</p> <p>SES: n/a</p> <p>LES: N/A</p> <p>FSMS: N/A</p>				

	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.				
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> <p><b>Strategy: Transition Ready</b></p>	<p>Activity: <b>Transition to Work</b></p> <p>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.</p> <p>FSHS participates in EBCE (Early Based Career Exploration) and places students in the community to job shadow potential career opportunities for seniors.</p> <p>FSHS students have an opportunity to participate in Co-Op opportunities through CTE pathways.</p>	<p><b>Evidence:</b> Job Shadowing opportunities for Resource students</p> <p><b>Members Responsible:</b> Specialized Instructional Programs Consultant, Employment Coordinator, CTE Coordinator</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: NA  SES: na  LES: NA  FSMS: NA  FSHS: Mr. Holt continues to work with students and community groups on job training and placement for transition into employment after HS. Mrs. Kilburn coordinates out co-op program and Mrs. Raymer has worked with shadowing and job/career options for students.</p> <p><b>October Progress Monitoring Notes:</b>  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.</p>				
(Behavior Support)	<p>KCWP 4: Review, Analyze and Apply Data</p> <p><b>Strategy: Behavior Data Analysis</b></p>	<p>Activity: <b>Office Referral Data</b></p> <p>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.</p>	<p><b>Evidence:</b> Infinite Campus discipline referrals Site Visit Agendas</p> <p><b>Members Responsible:</b> DPP HS and WC Principals HS Assistant Principals</p>		\$0
	<b>March Progress Monitoring Notes:</b>				

	<p>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.</p> <p><b>June Progress Monitoring Notes:</b> FES: N/A 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.</p> <p><b>October Progress Monitoring Notes:</b> 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.</p>	
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Growth

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.						
Which <b>Strategy</b> will the school/district use to address this goal? <i>(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.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(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.</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		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 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  <b>Strategy: Intervention Support</b>	Activity: <b>Intervention Plan</b>  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.		<b>Evidence:</b> Student Intervention Plan Progress Monitoring Meetings Planning Period Meetings  <b>Members Responsible:</b> Specialized Instructional Programs Consultant Principals Assistant Principals CIA’s Intervention Staff Resource Teachers Teachers		\$0
	<b>March Progress Monitoring Notes:</b> 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					



<p>LES: Math and reading time longer so that acceleration of students may take place. Also, students who are not meeting benchmark attend acceleration and possibly after school tutoring. Students also may qualify for special education services. Our students continue to use either System 44 or 180.</p> <p>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.</p> <p>FSHS: Student Support Team works with students on a weekly basis; academic and behavioral benchmarks are discussed in these meetings.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>FES: Progress monitoring meetings are held 4 times each year. At the final PM meeting skill intervention groups were created based on lack of mastery with targeted skills.</p> <p>SES: Our final progress monitoring meeting yielded a reduction in tier 3 intervention, and added students to watch in 2nd grade. These will be resumed in September.</p> <p>LES: At our final progress monitoring meeting held in March, changes were made to Tier 3 students’ plans and acceleration/intervention plans. Several new students were also identified that needed to be tested for special education services.</p> <p>FSMS: Final progress monitoring meetings revealed what students could benefit from Tier 3 interventions to start the next school year. Tier 2 students will receive additional instruction during flex period moving forward.</p> <p>FSHS: Student Support Team worked with students on a weekly basis; academic and behavioral benchmarks were discussed in these meetings.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: Progress monitoring meetings are held 4 times each year. Data is analyzed after each progress monitoring.</p> <p>SES: Our second progress monitoring meeting will be held on Oct 14.</p> <p>LES: Our first progress monitoring meeting was held in September.</p> <p>FSMS: FSMS teachers completed screeners for each middle school student after school on October 2nd. Tier 2 students will receive extra help in reading and math during FLEX and tier 3 students are placed in appropriate math and reading intervention classes to help develop their basic skills.</p> <p>FSHS: Student Support Team works with students on a weekly basis; academic and behavioral benchmarks are discussed in these meetings.</p>				
KCWP 2: Design and Deliver Instruction	Activity: <b>Resources and Programming</b>	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.	<b>Evidence:</b> Student Intervention Plan Student Progress Monitoring Data Student Schedules  <b>Members Responsible:</b> Specialized Instructional Programs Consultant Principals Assistant Principals CIA’s Intervention Staff Resource Teachers Teachers	\$122,604.00
KCWP 5: Design, Align and Deliver Support				
KCWP 6: Establishing a Learning Culture and Environment				
<p><b>March Progress Monitoring Notes:</b></p> <p>FES: IRead, AIMSWeb, IXL, DIBELS, and STAR are used to support instruction in moving students toward proficiency.</p> <p>SES: STAR, Easy CBM, Aimsweb, Orton Gillingham, Iread, and SuccessMaker for differentiation.</p> <p>LES: This year our resources include Systems 44, Read 180, Reading Assistant, Dreambox, Case Assessments, STAR, and Aimsweb to help differentiate instruction.</p> <p>FSMS: Reading interventions include Read 180, Systems 44 and IXL. Math teachers utilize TenMarks and IXL for intervention purposes.</p> <p>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.</p>				

	<p><b>June Progress Monitoring Notes:</b>  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: All Tier 3 reading and math students receive either special ed services or intervention services in our acceleration classes. These students are also in flex groups where the student/teacher ratio is 10:1 allowing teachers to work more closely with students and their needs.  FSMS: Tier 3 math and reading will continue the use of Read 180, Systems 44 and IXL. Other assessment resources include STAR, CASE, Newsela.  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.</p> <p><b>October Progress Monitoring Notes:</b>  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: All Tier 3 reading and math students receive either special ed services or intervention services in our acceleration classes. These students are also in flex groups where the student/teacher ratio is 10:1 allowing teachers to work more closely with students and their needs.  FSMS: Tier 3 math and reading use Read 180, Systems 44 and IXL. Other assessment resources include STAR, CASE, Newsela.  FSHS: Programs such as Catch-up math and Read180 are utilized during the school day to aid in moving students towards proficiency. Within the classroom, teachers use programs such as IXL for intervention and support purposes.</p>				
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Activity: <b>Data Analysis</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b>  Student STAR Reports  Planning Period Meetings  Guided Planning Meetings</p> <p><b><u>Members Responsible:</u></b>  Specialized Instructional Programs Consultant  Principals  Assistant Principals  CIA’s  Teachers</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b></p>				

	<p>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.</p> <p>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.</p> <p>LES: Student data is analyzed each time we assess students and next steps are developed during progress monitoring meetings, PLCs, and content team meetings.</p> <p>FSMS: Data analysis from each STAR and CASE assessment was discussed during planning period meetings with the CIA to determine a plan of action for students not mastering standards.</p> <p>FSHS: School and classroom data was analyzed weekly by teachers within their PLCs. STAR data was analyzed by admin and staff to determine students not meeting benchmark and next steps.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: Students who score below benchmark are progress monitored every 3 weeks in both Tier 2 and Tier 3 math and reading groups. 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.</p> <p>SES: Data is collected and immediately analyzed by admin and teachers to determine what instructional changes need to be done in order to meet needs and address curricular weaknesses.</p> <p>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.</p> <p>FSMS: Teachers use common planning to discuss assessment results and develop next steps. These conversations are documented on shared Google Slides and each content pair meets bi-weekly with the admin team to discuss results as well as next steps and resources.</p> <p>FSHS: Teachers analyze classroom data weekly in their PLC's and analyze school data as benchmark exams (STAR, practice ACT) are given.</p>				
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing a Learning Culture and Environment</p>	<p>Activity: <b>Non Cognitive Data</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b></p> <p>Truancy Meetings Student Phone Calls Attendance Reports</p> <p><b><u>Members Responsible:</u></b></p> <p>Specialized Instructional Programs Consultant DPP Principals Assistant Principals School Counselors/ SSW Teachers</p>		\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>FES: Attendance data will be monitored and discussed</p> <p>SES: Monthly attendance meetings with admin, DPP, social worker and office staff.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>FES: Attendance is monitored weekly and parents are called to advise of their obligations for student attendance.</p>				

	<p>SES: Attendance data and behavior data is reviewed and analyzed at the admin and district level during site visits and quarterly reports.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: Attendance is monitored weekly and parents are called to advise of their obligations for student attendance.</p> <p>SES: Attendance data and behavior data is reviewed and analyzed at the admin and district level during site visits and quarterly reports.</p> <p>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.</p> <p>FSMS: Mrs. Baker and Mrs. Wolfram present PBIS data weekly to the admin team, and monthly to the staff during faculty meetings. Quarterly reports are presented to the FSMS admin team during our site visits by the DPP.</p> <p>FSHS: DPP sends attendance and behavior data to the admin team monthly for analysis. FSHS admin communicates data during site visits.</p>				
Objective 2: Increase the percentage of students scoring distinguished on the KPREP Assessments in Reading from 19% to 22% and in Math from 13.1% to 16.1% for students in grades 3-6.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Activity: <b>Addressing the Excellence Gap</b></p> <p>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 talented service teachers, advanced class placement, pull out services and/or targeted group skill work.</p>			\$200,000
	<p><b>March Progress Monitoring Notes:</b></p> <p>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 achievement.</p> <p>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.</p> <p>LES: GT students are cluster grouped in flex groups for math and reading so that appropriate extensions can be given and students can work collaboratively. Fifty LES students attend EDGE Academy and our GT teacher pulls students out to provide extra services.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>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 achievement.</p> <p>SES: The district GT team met on election day to lay the groundwork for improved communication to stakeholders, ensuring equity, and using a committee approach in identifying PTP students.</p> <p>LES: GT students are cluster grouped in flex groups for math and reading so that appropriate extensions can be given and students can work collaboratively. Fifty LES students attend EDGE Academy and our GT teacher pulls students out to provide extra services.</p>				

	<p>FSMS: Plans are in place for a GT Academy (The Summit) to better serve our GT population (as well as other students) during FLEX. Thirty students from each team have been identified, and invitations will be sent out in June. Teachers are set in place and have met about expectations for The Summit, and other planning meetings are taking place in July.</p> <p>FSHS: Teachers were able to utilize EDGE Academy for lessons, Mrs. Wood worked to increase the opportunities available to those with GT identifications; students do have the option of taking Pre-AP/AP/Dual Credit courses to meet their academic needs.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>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 achievement.</p> <p>SES: PTP students are in flex group clusters and meet with PTP consultants as well as are provided enrichment classes such as super simpson and music/art enrichment.</p> <p>LES: GT students are cluster grouped in flex groups for math and reading so that appropriate extensions can be given and students can work collaboratively. Fifty LES students attend EDGE Academy and our GT teacher pulls students out to provide extra services.</p> <p>FSMS: FSMS is piloting its Summit, a GT Academy that provides higher performing students with challenging projects. Students work collaboratively on these projects during FLEX at the end of the day. 8th grade Summit students will be presenting their projects to the Central Office on Thursday, October 3rd.</p> <p>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 option of taking Pre-AP/AP/Dual Credit courses to meet their academic needs.</p>	
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### 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.		
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> </ul>	<p>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.</p>

		<ul style="list-style-type: none"> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>			
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% who earn either College Ready and/or Career Ready certification.	KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment  Strategy: Graduate Profile	Activity: <b>Next Grade Readiness</b>  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	<b><u>Evidence:</u></b> ILTM Agendas Fac. Meeting Agendas LCD Agendas Community Luncheon  <b><u>Members Responsible:</u></b> Community Stakeholders Teachers Principals Central Office Staff Students		
	KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment  <b>Strategy: Career Preparation</b>	Activity: <b>Orientation</b>  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.	<b><u>Evidence:</u></b> Operation Preparation Schedule  <b><u>Members Responsible:</u></b> District Leadership CIA’s Principals Assistant Principals Teachers		\$0
	<b>March Progress Monitoring Notes:</b> <b>FES: NA</b> <b>SES:</b> 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. <b>LES:</b> 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. <b>FSMS:</b> Staff has begun the process of identifying criteria to be next grade readiness. ILP’s have been completed during Flex period. <b>FSHS:</b> 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.				
	<b>June Progress Monitoring Notes:</b> <b>FES: NA</b> <b>SES:</b> Next grade readiness continues at SES, with a need to better identify expectations and criteria for writing. More students were found next grade ready this year than last year. <b>LES:</b> Next grade readiness benchmarks have been developed by the admin team and will be used with LES students next year. <b>FSMS:</b> Next grade readiness benchmarks have been identified for reading, math and writing and will be implemented this fall. <b>FSHS:</b> Counselors met with the incoming 8th grade students to discuss Explore and STAR assessment results and options for career pathways. ILP’s are completed yearly and used for goal setting towards college and/or careers.				
	<b>October Progress Monitoring Notes:</b>				



	<p>FES: n/a  SES: At parent teacher conferences, teachers talked to parents about student progress toward next grade readiness.  LES: Next grade readiness benchmarks have been developed by the admin team and goals will be set to help them push toward proficiency.</p> <p>FSMS: Plans are in place for students to complete their ILPs in March of 2020. We are in the process of refining “next grade readiness” at the middle school and determining benchmarks. We are developing a plan to market these goals and offer rewards for students who reach them.  FSHS: Current 9th grade students were counseled on their Explorer scores prior to entier HS and all returning students have had counseling on their practice ACT scores. Scores were just returned from the September practice so students will have a chance to work with teachers and their counselors if needed on benchmarks and where they stand prior to the real ACT in the Spring of their Junior year. The ILP has a new program this year and those will be completed and plans are for more teachers in the building to utilize the results in their classrooms with their students.</p>				
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Activity: <b>Career Readiness Pathways</b></p> <p>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.</p>	<p><b>Evidence:</b>  CCR Spreadsheet  Guidance Appointments  Test Results  CCR Rate  <b>Members Responsible:</b>  District Leadership  CIA’s  HS Principals  HS Assistant Principals  HS Counselors  CTE Teachers  Teachers</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: NA  SES: NA  LES: NA  FSMS: NA  FSHS: Counselors and CTE coordinator collaborate to ensure students are on track to graduate; assessments are administered for career readiness.</p> <p><b>October Progress Monitoring Notes:</b>  FES: n/a  SES: n/a  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.</p>				
	KCWP 2: Design and Deliver Instruction	Activity: <b>Industry Certificate Assessments</b>	<p><b>Evidence:</b>  Certificate Attainment</p>		\$0



		District Leadership Staff will work with CTE administrator and teachers to ensure students are adequately prepared prior to the Industry Certificate Assessment.	<b><u>Members Responsible:</u></b> District Leadership CIA's HS Principals HS Assistant Principals CT Coordinator CTE Teachers		
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: NA  SES: NA  LES: NA  FSMS: NA  FSHS: Opportunities were made 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.</p> <p><b>October Progress Monitoring Notes:</b>  FES: n/a  SES: n/a  LES: N/A  FSMS: N/A  FSHS: Students not already established as transition ready have an academic time class assigned to them to aid in preparing for the ACT again or the industry certification they are working towards.</p>				
	KCWP 6: Establishing Learning Culture and Environment	<p>Activity: <b>Communication</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b>  Parent Communication  SCK Agenda/Emails</p> <p><b><u>Members Responsible:</u></b>  District Leadership  CIA's  Principals  Assistant Principals  Teachers  MS Counselor</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  FES: NA</p>				

	<p>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</p> <p><b>June Progress Monitoring Notes:</b> FES: NA SES: NA LES: NA FSMS: Students attended the SCK launch last fall, and met with CTE teachers as part of the high school tours this spring. FSHS: For incoming students, the counselors met and discussed with students potential career pathways at FSHS and communicated with parents through newsletters and 8th grade night. For students already in HS, counselors and our College Coach worked with students and parents to prepare for college by working through college admission applications and the FAFSA.</p> <p><b>October Progress Monitoring Notes:</b> FES: n/a SES: n/a LES: N/A FSMS: Plans are being developed for students to attend the SCK launch in November of 2019. FSHS: New students were given information on career pathways and graduation requirements during 8th grade night in the spring and through newsletters. Information was also discussed during open house for anyone need further direction. Returning students meet with their counselors for career questions and the College coach works with students and parents on college preparation and the FAFSA application.</p>				
	KCWP 2: Design and Deliver Instruction	<p>Activity: <b>Curricular Pathways</b></p> <p>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.</p>	<p><b>Evidence:</b> High School Career Pathways</p> <p><b>Members Responsible:</b> Instructional Supervisor HS and MS Principals HS and MS Assistant Principals HS and MS CIA's CTE Coordinator Teachers</p>		\$0
	<p><b>March Progress Monitoring Notes:</b> 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.</p> <p><b>June Progress Monitoring Notes:</b> FES: NA</p>				

	<p>SES: NA LES: NA FSMS: NA 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.</p> <p><b>October Progress Monitoring Notes:</b> FES: n/a 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.</p>				
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Activity: <b>Persistence to College and Career Readiness</b></p> <p>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 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.</p>	<p><b><u>Evidence:</u></b> CCR Spreadsheet Catch Up Math Read 180 Data Systems 44 Data</p> <p><b><u>Members Responsible:</u></b> Instructional Supervisor HS Counselors HS and MS Principals HS and MS Assistant Principals HS and MS CIA's CTE Coordinator Teachers</p>		\$0
	<p><b>March Progress Monitoring Notes:</b> 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.</p> <p><b>June Progress Monitoring Notes:</b> FES: NA SES: NA LES: NA FSMS: NA FSHS: Counselors maintained and update a CCR spreadsheet to ensure students were on-track to graduate and intervened as necessary.</p> <p><b>October Progress Monitoring Notes:</b> FES: n/a SES: n/a LES: N/A FSMS: N/A</p>				

	FSHS: Counselors maintain and update a CCR spreadsheet to ensure students are on-track to graduate and intervene as necessary.				
	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Activity: <b>Remediation Strategies</b></p> <p>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.</p>	<p><b>Evidence:</b> CCR spreadsheet Test Administration CCR student count</p> <p><b>Members Responsible:</b> DAC/Instructional Supervisor HS Principals HS Counselors CTE Coordinator District Leadership CIA's HS Assistant Principals Teachers</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: NA  SES: NA  LES: NA  FSMS: NA  FSHS: Counselors and the admin team, along with the CTE coordinator, collaborated to ensure students are on track to graduate; assessments were administered for career readiness.</p> <p><b>October Progress Monitoring Notes:</b>  FES: n/a  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.</p>				
	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>Activity: <b>Test Prep</b></p> <p>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.</p>	<p><b>Evidence:</b> Weekly Overviews Curriculum Maps CCR Spreadsheet</p> <p><b>Members Responsible:</b> District Leadership CTE Coordinator CIA's</p>		\$1250.00

	KCWP 4: Review, Analyze and Apply Data		HS Principals HS Assistant Principals Teachers MS Counselor Teachers		
	KCWP 5: Design, Align and Deliver Support				
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> NA  <b>SES:</b> N/A  <b>LES:</b> 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 &amp; 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.</p> <p><b>June Progress Monitoring Notes:</b>  <b>FES:</b> NA  <b>SES:</b> NA            LES: Teachers use bell ringers and exit slips daily to prepare students for more formal testing. CASE assessments and school-created learning checks are used 3 times a year to allow students to practice “K-PREP-like” situations.            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 &amp; post assessment data and analyzes that data with their content partner during PLC's.            FSHS: Students were given multiple test taking strategies and worked through testing examples through bell ringers, exit slips etc. Students were given a practice ACT twice a year and data was analyzed for future EPAS prep materials. Juniors used CERT and 9th and 10th used MasteryPrep. This year, MasteryPrep came in with a boot camp for Juniors who elected to participate and the outcome was very positive.</p> <p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> n/a  <b>SES:</b> N/A            LES: Teachers use bell ringers and exit slips daily to prepare students for more formal testing. CASE assessments and school-created learning checks are used 3 times a year to allow students to practice “K-PREP-like” situations.            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 &amp; post assessment data and analyzes that data with their content partner during PLC's. We also use the CASE assessment to practice what the end of the year KPREP process will look like.            FSHS: Teachers are working to integrate test taking strategies and test-like questions in their daily lessons through bell ringers or exit slips, but also within assessments so the questions they ask are to the rigor and expectations of the standards and therefore similar to what students will see on the exams in Spring. Freshmen through Juniors took a practice ACT on September 24th through TruScore which is a branch of ACT MasteryPrep.</p>				
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	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  <b>Strategy:</b> <b>Curriculum/Instruction</b>	Activity: <b>Curricular Clarity</b>  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.	<b>Evidence:</b> Vertical Curriculum Maps Learning Community Day Agendas  <b>Members Responsible:</b> District Leadership Principals CIA's		\$0

students in Simpson County Schools by 2019.		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.	Content Area Teacher Leaders Classroom Teachers		
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: Teachers have developed curriculum maps based on Common Core Standards. These maps include pacing, learning targets, and vocabulary. Our curriculum maps will be updated based on the newly revised standards.  SES: We need a science and social studies curriculum map, our writing/math/reading maps are reviewed and revised on a regular basis.  LES: Curriculum maps are revised on a regular basis and used by teachers for weekly 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 worked with their standards to identify learning targets, vocabulary, pacing, and research-based strategies to best fit the needs of their students and will work to tweak those throughout the summer with their PLC partner.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Teachers have developed curriculum maps based on Common Core Standards. These maps include pacing, learning targets, and vocabulary. Our curriculum maps will be updated based on the newly revised standards. Work has started on revising the standards.  SES: Achieved this objective with a score of 75.1 achievement rating. Currently working on science and social studies curriculum maps as noted in our PD plans. Currently working on new standards rollout with faculty that will affect the curriculum maps.  LES: Curriculum maps are revised on a regular basis and used by teachers for weekly planning.  FSMS: All content areas have developed curriculum maps which are revised, as needed, during Learning Community Days. The maps serve as the basis for their weekly overviews which are posted outside teachers' doors each week.  FSHS: Social Studies teachers spent time over the summer looking through their new standards and aligning lessons and units accordingly. They will soon be working on their curriculum maps. Reading and Math teachers are working through the modules and are slowly realigning and adjusting as they work through their units to align with KAS standards.</p>				
	KCWP 1: Design and Deploy Standards  KCWP 3: Design and Deliver Assessment Literacy	Activity: <b>Balanced Assessment System</b>  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.	<b>Evidence:</b> Learning Community Day Agendas Professional Development Agendas		\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p>				

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: We need science and social studies formative and summative assessments. We need writing assessments. We will need to revise our reading assessments to match the new standards.</p> <p>LES: Common assessments have been developed for most subjects. They will be analyzed and improved as needed through summer PD sessions and weekly content planning meetings.</p> <p>FSMS: Teachers met bi-weekly with content partners to create common assessments and analyze data. These meetings were documented on google slides for the admin team to review.</p> <p>FSHS: Teachers will use their data from this year to tweak the assessments that administered throughout the year last year and make sure their instructional practices are at the level expected for testing. They will also spend time working with the new standards and aligning/realigning if necessary within the curriculum map.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: CASE assessments have helped with the common 3rd grade and 2nd grade starting in October 2019. We will continue to work on writing assessments for 2nd and 3rd.</p> <p>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.</p> <p>FSMS: CASE assessments are used as benchmarks and STAR data is used to see where students are. Teachers have created common assessments to use throughout the year that are aligned with new standards.</p> <p>FSHS: With new standards in math, reading, and social studies, teachers are working diligently to updated lesson plans and curriculum maps, as well as, identifying adjustments needed in assessments and data analysis. Teachers spend a significant amount of time in PLC's discussing the short term goals and standards within units to identify changes/realignment needed.</p>			
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p><b>Strategy: Professional Collaboration</b></p>	<p>Activity: <b>Instructional Support</b></p> <p>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.</p> <p>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.</p>	<p>Site Visit Agendas/Notes Instructional Planning Meeting Agendas</p> <p><b><u>Members Responsible:</u></b> District Leadership Principals CIA's Teachers</p>		\$0
		<p><b>March Progress Monitoring Notes:</b></p> <p>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.</p> <p>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.</p>			



	<p>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.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>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.</p> <p>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.</p> <p>LES: Meetings such as LCDs, PLACs, and content planning allow teachers to analyze data and plan for instructional changes. This data is shared via the quarterly report.</p> <p>FSMS: CASE and STAR data was shared during the 4th quarter site visit. Teachers met bi-weekly for planning period meetings with the CIA to review students work samples and assessment results.</p> <p>FSHS: LCD, PLC meetings,and PPMs were utilized to analyze data and instructional strategies for student achievement. Data, results, and next steps were discussed in admin meetings and site visits.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>FSMS: We use LCD days, PLC meetings, and PPM meetings to help provide instructional strategies and to analyze data. Most recent KPREP and STAR data was presented to the teaching and learning team at our last site visit.</p> <p>FSHS: Teachers are asked this year to document various student samples in their PLC folders for each Friday’s discussion so admin and teacher leaders can discuss any trends or issues we may identify and what our next steps are for classroom instruction and assessment. LCD’s are designed for instructional practice meetings and PD-type sessions, as well as, time for content partners to work together.</p>			
<div>KCWP 1: Design and Deploy Standards</div> <div>KCWP 2: Design and Deliver Instruction</div>	<div>Activity: <b>Teaching and Learning Team</b></div> <div>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.</div> <div>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.</div>	<div><b><u>Evidence:</u></b></div> <div>Monthly ILTM Meeting /Agendas/Notes Monthly CIA Meeting Agenda/Notes LCD Day Agendas PLC Protocols/Notes Planning Period Meetings Agendas</div> <div><b><u>Members Responsible:</u></b></div> <div>District Leadership, Principals, CIA’s</div>		\$0

		<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: Curriculum maps in reading, math, and writing will be updated with newly revised standards.  SES: Reading maps will need revision. Math and writing are in place. There is a need for science and social studies mapping.  LES: A thorough look at common assessments and curriculum maps will be completed during the summer by content teams and revisions will be made as needed.  FSMS: Mr. Marsh meets with other CIA's and the teaching and learning team monthly to discuss curricular issues, assessment needs and instructional strategies. The team will be meeting throughout the Summer as well.  FSHS: Mrs. Wood met with the other CIAs in the district to discuss curriculum issues, assessment needs and instructional strategies. As a teaching and learning team, they have plans to meet during the summer to plan activities for the upcoming school year.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Curriculum maps in reading, math, and writing will be updated with newly revised standards.  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. Perdue meets with other CIA's and the teaching and learning team monthly to discuss curricular issues, assessment needs and instructional strategies. The team will be meeting throughout the Summer as well.  FSHS: CIA's have worked together to develop a plan for rolling out the modules for Reading and Math and have already started the implementation. More meetings are scheduled to discuss new Social Studies standards and the new KPREP assessments.</p>			
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Activity: <b>Instructional Walkthroughs</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b><u>Evidence:</u></b>  Walkthrough Google Forms/Walkthrough documents  Site Visit Agendas  Materials shared with teachers (Powerpoints, notes)  Administrative Calendars</p> <p><b><u>Members Responsible:</u></b>  District Administrators  CIA's  Principals  Assistant Principals  Teacher Leaders</p>		\$0
		<p><b>March Progress Monitoring Notes:</b>  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.</p>			

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: Our final blitz was in February, and we are continuing to focus on equity throughout.</p> <p>LES: Our final blitz took place in March. Next steps were suggested and are being followed.</p> <p>FSMS: Admin will use time throughout the Summer to analyze the walkthrough data and develop a new walkthrough instrument to begin the year with. Most importantly, we will develop a schedule to ensure that each administrator gets out into the classrooms to provide meaningful feedback to our teachers.</p> <p>FSHS: While the admin team did struggle some with meeting the goal of 10 a week with all the activities and testing that takes place towards the end of school, they were still able to get into classrooms to discuss the instructional practices and classroom assessments. FSHS hosted one district blitz this year to analyze data as well.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: We have a blitz in November that we will use to drive our instruction, and we have our PGES walkthroughs as well as school level weekly walkthroughs.</p> <p>LES: Walkthroughs and observations with feedback given to the teachers. The district Blitzes will take place this school year and follow up steps are taken to improve instruction.</p> <p>FSMS: A walkthrough schedule for the first 9 weeks has been developed and is being used. We have conducted 135 walkthroughs to date.</p> <p>FSHS: The admin team have been working to get into classrooms more this year than last year and be intentional about meeting every Friday to discuss managerial items as well as what we are seeing in the classrooms. A district blitz was held on August 28th.</p>			
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Activity: <b>Data Analysis</b></p> <p>District staff members will support schools with data analysis and help implement the Continuous Classroom Improvement system in SCS schools.</p> <p>District staff members will also collaborate with schools and teachers in data analysis focused on student growth.</p> <p>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.</p>	<p><b><u>Evidence:</u></b></p> <p>Learning Community Day Agendas</p> <p><b><u>Members Responsible:</u></b></p> <p>Specialized Program Consultant School Psychologists CIA's District Administrators Principals Assistant Principals Teachers</p>	\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>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.</p> <p>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.</p> <p>LES: The new progress monitoring system is in place and meets quarterly.</p> <p>FSMS: The new progress monitoring system is being implemented in mid-March and data will be discussed quarterly with district and school personnel.</p> <p>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.</p>			

	<p><b>June Progress Monitoring Notes:</b>  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 progress monitoring meetings enable us to have focused conversations on specific student needs.  FSMS: The new progress monitoring system began in mid-March and data will be discussed quarterly with district and school personnel.  FSHS: Weekly PLCs allowed time for teachers to monitor student success academically and teachers collaborated on LCD's with other teachers in the district (as necessary) for student growth and performance expectations.</p> <p><b>October Progress Monitoring Notes:</b>  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: We have our second progress monitoring meeting setup for Oct 14 and we will use that data to have conversations around students and their learning needs.  LES: The progress monitoring meetings enable us to have focused conversations on specific student needs.  FSMS: Progress monitoring will start at FSMS the week after fall break with our intervention teachers. We also have monthly data analysis meetings during our PPMs with Mr. Perdue.  FSHS: Teachers have PLC's weekly on Fridays to monitor student success and gives teachers time to collaborate for assessments and next steps.</p>				
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Activity: <b>Teacher Mentoring Program</b></p> <p>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.</p> <p>Newly hired teachers will participate in New Teacher Orientation in the summer with follow-up support meetings throughout the school year.</p> <p>Teachers will participate in PLC's and planning period meetings to collaborate with other teachers.</p>	<p><b><u>Evidence:</u></b>  New Teacher Orientation  Meeting Agendas  Site Visit Discussions  PLC Agendas/Notes</p> <p><b><u>Members Responsible:</u></b>  District Leadership  CIA's  Human Resources Department</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  FES: New teachers participate in the district's 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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: New teachers participate in the district's 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: New teachers worked with a mentor throughout the year. The final New Teacher meeting was held in April. The next cohort will begin meeting in July.  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. We will follow a similar procedure next year for all of our new teachers as well as those that are identified as needed extra support.  FSHS: Mrs. Wood supported new teachers through specific PPMs and regular classroom observations. Plans for the new teachers next year are already being made.</p>				

	<p><b>October Progress Monitoring Notes:</b>  FES: New teachers have been assigned mentors and receive coaching with admin on a weekly basis.  SES: New teachers are provided a rigorous three day training in July, and then are provided follow up meetings about 4 times per year with district leadership team members.  LES: New teachers went through District New Teacher training and each have been provided a mentor. They will also be involved in B44 at the school.  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. We will follow a similar procedure next year for all of our new teachers as well as those that are identified as needed extra support.  FSHS: Mrs. Wood supports new teachers within PPM's and regular classroom observations. New teachers are given a mentor teacher, if needed; however, this year, new teachers are working very hard and as of now are not in need of a mentor. New teachers going through their "KTIP" year have a school mentor.</p>				
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Activity: <b>Professional Learning and Collaboration</b></p> <p>The district will continue to provide instructional support and professional development on topics such as formative assessment, engagement, engagement strategies, and high yield instructional strategies such as Thoughtful Ed, Growth Mindset, Continuous Classroom Improvement, Writing Strategies, Technology, etc.</p>	<p><b><u>Evidence:</u></b>  New Teacher Orientation  Meeting Agendas  Site Visit Discussions  PLC Agendas/Notes  Professional Development Agendas</p> <p><b><u>Members Responsible:</u></b>  District Leadership  CIA's  Principals  Assistant Principals  Teachers</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: PD is focused on OG strategies this year.  SES: PD 19-20 is focused on engagement strategies, fundamental 5 instruction in ELA, and collaboration between teachers.  LES: District staff support work in these areas as needed.  FSMS: Our major focus for next year is ensuring each set of content partners have at least ten common assessments to analyze throughout the school year. 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 for the summer based on teacher needs as well.</p> <p><b>October Progress Monitoring Notes:</b>  FES: PD is focused on OG this year.  SES: Our major focus of PD this year is improvement of student engagement and rigor of classroom.</p>				

	<p>LES: Our major focus for this year is improving student engagement through TPT participation. We will also focus on next grade ready standards.</p> <p>FSMS: Professional development takes place throughout the year through processes we have in place at FSMS. Mr. Perdue meets with our teachers twice a month to discuss data and to provide instructional resources. We also be focusing on learning our new Kentucky Academic Standards.</p> <p>FSHS: Mrs. has specific PD's planned for the HS based on teacher needs and school improvement. Those will be conducted once a month throughout the year.</p>				
<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Activity: <b>Learning Community Days</b></p> <p>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.</p> <p>Reflection analysis as well as follow-up visits with be conducted to gauge effectiveness and to determine differentiated next steps.</p>	<p><b><u>Evidence:</u></b></p> <p>Learning Community Day Agendas</p> <p><b><u>Members Responsible:</u></b></p> <p>District Leadership CIA's Principals Assistant Principals Teachers</p>			\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>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</p> <p>SES: LCDs this year have been a balance of teacher collaboration within buildings, partnerships with KDE, alignment from grade level to grade level, and district wide PD.</p> <p>LES: The Wildcat Summit allowed teachers from all grade levels to collaborate and conduct professional learning in their chosen areas.</p> <p>FSMS: LCDs last year provided our teachers with valuable time to collaborate with one another on analyzing data and developing better assessments aligned to the standards. The Wildcat Summit was a great learning opportunity as well, and FSMS is looking forward to this event next year. It was an excellent platform for SCS teachers to learn from their peers.</p> <p>FSHS: LCDs provided 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. The Wildcat Summit was a big hit and allowed teachers to choose what they want to attend and what they want to take back to their classrooms for support or intervention.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: The first PLC day allowed teachers to review new standards and participate in collaboration around Tier Levels.</p> <p>SES: Our first PLC day allowed teachers to learn the inquiry cycle, several resources to address new social studies standards, and have time to work as a team on the next 45 days of instruction.</p> <p>LES: The first one in September allowed our teachers to collaborate in planning instructional strategies, embed TPT strategies into daily lessons, and participate in the modules presenting the new reading and math standards.</p> <p>FSMS: Our first LCD day was spent allowing our teachers to work on their common assessments. Teachers were required to submit their first three common unit assessments for the year to the CIA. Common assessments will continue to be a focus at LCDs due to us having new standards. Their will also be a standards roll out process implemented.</p>				



	FSHS: LCD's provide time for teachers to work and vertically and horizontally align standards and assessments and also allows for collaboration with other schools within the district when needed.				
	KCWP 4: Review, Analyze and Apply Data  <b>Strategy: Advanced Educational Opportunities</b>	Activity: <b>Advanced Placement and Dual Credit</b>  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.	<b>Evidence:</b> Class Schedules Student AP Enrollment Student Dual Credit Enrollment  <b>Members Responsible:</b> District Leadership CIA's HS Principal HS Assistant Principals AP/Dual Credit Teachers		\$0
	<b>March Progress Monitoring Notes:</b> 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.  <b>June Progress Monitoring Notes:</b> FES: NA SES: NA LES: NA FSMS: NA 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.  <b>October Progress Monitoring Notes:</b> FES: n/a SES: n/a LES: N/A FSMS: N/A FSHS: AP/Dual Credit teachers spent time over the summer analyzing their success rates and what worked/didn't work throughout the year last year to make adjustments for this year. Classes were determined based on student interest for the 19-20 school year.				
	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction	Activity: <b>Advanced Placement Training</b>  District will commit to teacher training through attendance to AP Summer Institute Training for content teachers throughout the year.	<b>Evidence:</b> Certified AP/Dual Credit Teachers  <b>Members Responsible:</b> District Leadership HS CIA HS Principal HS Assistant Principals		\$0



			AP/Dual Credit Teachers		
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: NA  SES: NA  LES: NA  FSMS: NA  FSHS: AP teachers are attending AP trainings during the summer and any support trainings throughout the school year.</p> <p><b>October Progress Monitoring Notes:</b>  FES: n/a  SES: n/a  LES: N/A  FSMS: N/A  FSHS: We had several veteran and new AP teachers attend AP trainings during the summer of 2019 and have requested support trainings during the school year.</p>				
	KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment	Activity: <b>Gatton Academy</b>  The district will support and encourage participation in the Gatton Academy as students qualify.	<b>Evidence:</b> Counseling Appointments Parent Night Exploratorium  <b>Members Responsible:</b> Superintendent CAO District Leadership HS CIA HS Principal HS Assistant Principals HS Counselors		\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: N/A  SES: N/A  LES: N/A</p>				

	<p>FSMS: N/A FSHS: All eligible students are encouraged to apply for Gatton and supported through the process. We currently have 2 participants.</p> <p><b>October Progress Monitoring Notes:</b> FES: n/a SES: n/a LES: N/A FSMS: N/A FSHS: All eligible students are encouraged to apply for Gatton and supported throughout the process. We have a couple of students interested in applying and are working through the process now.</p>				
	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Activity: <b>MakerSpace/EDGE</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b> Teacher Overviews Student Camps Student Projects</p> <p><b><u>Members Responsible:</u></b> Exploratorium Teacher Chief Academic Officer Instructional Supervisor Principals Assistant Principals Teachers District GT Team</p>		\$100,000.00
	<p><b>March Progress Monitoring Notes:</b> FES: NA 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.</p> <p><b>June Progress Monitoring Notes:</b> FES: FES students take trips to the Edge Academy to engage in STEM activites. SES: NA LES: Fifty LES students attended EDGE Academy weekly while other enrichment groups visited with Mrs. Wade. 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.</p> <p><b>October Progress Monitoring Notes:</b> FES: FES students take trips to the Edge Academy to engage in STEM activities. SES: PTP students work with PTP consultants in reading and math, as well as super simpson activities, and visual arts/music students are provided extra support and classes weekly. LES: Fifty LES students attended EDGE Academy weekly while other enrichment groups visited with Mrs. Wade.</p>				

	<p>FSMS: We now have the Summit up and running during our Flex class at FSMS. Students were identified for this class from our GT students as well as some other students who excel. This class is designed to meet the needs of our high achieving students.</p> <p>FSHS: Teachers have been encouraged to plan days with Mrs. Sheffield at the Edge Academy for STEM activities and engagement experiements.</p>				
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p><b>Strategy: Student Leadership</b></p>	<p>Activity: <b>Health Initiative</b></p> <p>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.</p>	<p><b>Evidence:</b> Wellness Policy Health Team Meetings</p> <p><b>Members Responsible:</b> DPP Physical Education Teachers School Social Workers</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  FES: Teachers are encouraged to participate and take advantage of the resources 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 circuit training 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 in district wellness challenges. Most staff are signed up for and use Go365.  FSHS: Teachers are invited and encouraged to participate in district wellness challenges. Most staff are signed up for and use Go365.</p> <p><b>June Progress Monitoring Notes:</b>  FES: Teachers are encouraged to participate and take advantage of the resources available through our wellness challenges. Multiple staff members utilize Go365 and participate in our wellness screenings as well as the Circuit training.  SES: NA  LES: Teachers participate in the challenges that are offered and use Go365.  FSMS: Teachers are invited and encouraged to participate in district wellness challenges. Most staff are signed up for and use Go365.  FSHS: Teachers are invited and encouraged to participate in district wellness challenges. Most staff are signed up for and use Go365.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Teachers are encouraged to participate and take advantage of the resources available through our wellness challenges. Multiple staff members utilize Go365 and participate in our wellness screenings as well as the Circuit training. Teachers are now signing up for the new online coaching through the insurance company.  SES: Teachers are invited to participate in the wellness programs. We host the circuit training at SES and have multiple step challenges with the staff. Go365 is a great initiative as well.  LES: Teachers were encouraged to participate in all the activities through the wellness challenge. Multiple staff members utilize GO365.  FSMS: Teachers are invited and encouraged to participate in district wellness challenges. Most of the staff utilize Go365; however, with changes coming, there is a discussion on what program will be available for 2020.  FSHS: Teachers are invited and encouraged to participate in district wellness challenges. Most of the staff utilize Go365; however, with changes coming, there is a discussion on what program will be available for 2020.</p>				
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Activity: <b>Leader in Me</b></p> <p>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</p>	<p><b>Evidence:</b> Site Visit Agenda/Notes LIM visuals Student Jobs</p> <p><b>Members Responsible:</b> District Leadership Students</p>		\$0

		and parents will be encouraged to set individual goals that will enable them to build the knowledge, skills and experience for lifelong success.	Principals Assistant Principals Teachers		
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: Students participate in LIM activities such as learning the habits, goal setting, celebrations, and Leader of the Month recognition.  SES: Leadership assemblies continue, leader of the month continues, every other week there is a leadership lesson and sharpen the saw.  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 staff 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.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Students participate in LIM activities such as learning the habits, goal setting, celebrations, and Leader of the Month recognition.  SES: Leadership assemblies continue, leader of the month continues, every other week there is a leadership lesson and sharpen the saw.  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 possibly present another play for 2020.. The staff 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.</p>				
	KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment  <b>Strategy: Student Support</b>	Activity: <b>PBIS Program</b>  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 students for their behavior goals and meetings behavioral expectations through pep rallies, incentives, verbal recognition.	<b>Evidence:</b> Behavior Matrix Student/Teacher Meetings Discipline Grades Dots System  <b>Members Responsible:</b> Specialized Instructional Programs Consultant Principals Assistant Principals PASS Coaches PBIS Coach		\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p>				

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>June Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: PD this year will include deeper training of the Tier 1 and Tier 2 PBIS trainings to improve the teams and implementation of PBIS.</p> <p>LES: The PBIS team meets monthly and shares the behavior data with staff. Positive behavior is rewarded with positive Dojos and Pride Paws.</p> <p>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.</p> <p>FSHS: The district PBIS team met twice this year to look at each school’s discipline data, discuss problems and possible solutions, and establish next steps.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: BIS 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. PBIS committee received updated training this summer.</p> <p>SES: PD this year will include deeper training of the Tier 1 and Tier 2 PBIS trainings to improve the teams and implementation of PBIS.</p> <p>LES: PBIS continues to meet and many of the members participated in Tier 1, Tier 2, and Tier 3 behavior trainings. The committee will meet to plan for November in which data has shown us that it is high referral month.</p> <p>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. We are averaging 1.75 referrals per day to start the school year which we believe is a reflection of our PBIS processes.</p> <p>FSHS: The district PBIS team will meet again this year to look at school discipline data, discuss problems and solutions, and establish any next steps.</p>			
<div>KCWP 5: Design, Align and Deliver Support</div> <div>KCWP 6: Establishing Learning Culture and Environment</div>	<div>Activity: <b>Discipline Matrix</b></div> <div>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.</div>	<div><b><u>Evidence:</u></b></div> <div>Behavior Matrix Student/Teacher Meetings Discipline Grades Office Referrals</div> <div><b><u>Members Responsible:</u></b></div> <div>Principals Assistant Principals PASS Coaches PBIS Coach</div>	\$0	
<p><b>March Progress Monitoring Notes:</b></p> <p>FES:Thes matrix in place and used when referrals are made to the office.</p> <p>SES: Our matrix is reviewed annually and continually referred to when handling student discipline issues. Each even it taken seriously and the best action is taken to benefit the student and to correct their behavior.</p> <p>LES: The matrices are implemented but in case of special education students- IEP is followed along with behavior plans.</p> <p>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.</p>				

	<p>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</p> <p><b>June Progress Monitoring Notes:</b>  FES: The matrix in place and used when referrals are made to the office.  SES: The matrices are implemented and IEPs followed for SPED students.  LES: Behavior matrix is used in most cases that students are referred..  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 will be reviewed this summer with the new principal and the admin team will discuss possible changes or additions. Further, behavior incidents resulting in consequences are examined once a month to determine consistent implementation of the matrix</p> <p><b>October Progress Monitoring Notes:</b>  FES: The matrix in place and used when referrals are made to the office.  SES: The matrices are implemented and IEPs followed for SPED students.  LES: Behavior matrix is used in most cases that students are referred.. It is always used with regular education students but with special education students, IEP is followed.  FSMS: We revised our behavior matrix over the summer and was approved by site base and is currently being used this school year.  FSHS: The FSHS discipline matrix was reviewed prior to the start of the year and few changes were made. Monthly monitoring meetings will be conducted to ensure we are staying consistent between administration, as well as the implementation of the matrix.</p>				
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Activity: <b>Transition Events</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b>  Student Visits  School Calendars  Spreadsheet</p> <p><b><u>Members Responsible:</u></b>  DPP  Guidance Counselors  School Social Workers  Teachers  Principals  Assistant Principals</p>		\$0
	<p>KCWP 1: Design and Deploy Standards.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>Activity: <b>Competency Based Grading</b></p> <p>Teachers at FES, SES, and LES will implement a Competency Based Report for students in grade K-6 by 2020</p>	<p><b><u>Evidence:</u></b>  Book Study  Otus Software  Student Reports</p> <p><b><u>Members Responsible:</u></b>  Principal</p>		\$5,000.00

	KCWP 4: Review, Analyze and Apply Data		CIA CAO		
	<p><b>March Progress Monitoring Notes:</b>  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.</p> <p><b>June Progress Monitoring Notes:</b>  FES: Competency Based Grading is in place at FES  SES: Standards based grading is in place and revised as needed each year.  LES: A competency-based report card is currently being used at LES.  FSMS: NA  FSHS: Transition activities from Middle school to High School were conducted in the spring semester. Communication will be sent to parents and students about open house and Freshman orientation prior to the start of the 19-20 school year.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Competency Based Grading is in place at FES and reviewed during the summer for any changes teachers felt were needed.  SES: Standards based grading is in place and revised as needed each year.  LES: A competency-based report card is currently being used at LES.  FSMS: N/A  FSHS: Transition activities from middle school to the high school will still be conducted in the Spring of 2020. Communication will be sent home to parents and students, including the date and activities for the evening.</p>				
	KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment	Activity: <b>Back to School Open House</b>  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.	<b>Evidence:</b> Open House Calendars  <b>Members Responsible:</b> District Leadership Principals Assistant Principals Guidance Counselors School Social Workers Teachers Principals Assistant Principals		\$0
	<p><b>March Progress Monitoring Notes:</b>  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.</p>				



	<p><b>June Progress Monitoring Notes:</b></p> <p>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.</p> <p>SES: Our open house is August 9th</p> <p>LES: Our open house is scheduled for August 8.</p> <p>FSMS: Open House is set for August 12th.</p> <p>FSHS: Open House for the next school year has been scheduled for August 2018 in conjunction with the Wildcat orientation for incoming freshmen.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>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 a more personal level.</p> <p>SES: We applied for MAF grant funding for an extra parent night, we also plan to host our parent night in conjunction with PT conferences as we have in years passed.</p> <p>LES: Back to school open house in conjunction with our Title I Parent Night was held on August 2018 with approximately 310 parents or guardians attending.</p> <p>FSMS: Open house was held on August 12th we had a great turn out and plans are being made to improve open house for next school year.</p> <p>FSHS: Open house was held after school started in August and turn-out was low; plans are being made to adjust the open house to a date prior to the start of school.</p>	
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