

Proficiency Goal

<p>Goals:</p> <p>Increase the percentage of students scoring Proficient and Distinguished on KPREP in reading for all elementary students from 51.5% to 75.8% and from 61.3% to 80.7% for middle school students and from 49.3% to 74.7% for high school students by 2030.</p> <p>Increase the percentage of students scoring Proficient and Distinguished on KPREP in math for all elementary students from 44.3% to 72.2% and from 52.9% to 76.5% for middle school students and from 43.3% to 71.7% for high school students by 2030.</p>				
<div><div><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></div><div><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><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul></div><div><p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.</p></div></div>				
Objective	Strategy	Activities to deploy strategy	Measure of Success	Funding
Objective 1: To increase the percentage of students scoring Proficient and Distinguished in Reading for elementary from 51.5% to 53.7%, for middle school students from 61.3% to 63.1%, and from 49.3% to 51.6% for high school students by 2020.	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.	<b>Evidence:</b> Vertical Curriculum Maps Learning Community Day Agendas  <b>Members Responsible:</b> District Leadership Principals CIA's	\$0

<p>To increase the percentage of students scoring Proficient and Distinguished in Math for elementary students from 44.3% to 46.8%, and from 52.9% to 55% for middle school students, and 43.3% to 45.9% for high school students by 2020.</p>		<p>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.</p> <p>Teachers will be working through the Kentucky Department of Education Standards Module for Reading, Math, Writing, and Social Studies.</p>	<p>Content Area Teacher Leaders Classroom Teachers</p>	
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> FES Teachers are currently working on the KDE Standards Modules for Reading and Math.  <b>SES:</b> Mrs. Vaughn continues to lead the staff through the Reading and Math standards. Future work on I CAN statements and standard analysis will take place.  <b>LES:</b> Teachers are currently working through the Kentucky Department of Education Standards Module for Reading and Math. This learning will continue as math and reading teachers have a day of planning to work on standards in realigning the curriculum map and assessments.  <b>FSMS:</b> Mr. Perdue is leading our Teachers in the Kentucky Department of Education Standards Roll Out Modules for Reading and Math. Teachers will receive a day of planning to work on developing curriculum maps and pacing guides for the new standards.  <b>FSHS:</b> English and Math teachers are almost finished with the KDE Standards Modules for Reading and Math. Social Studies teachers are working through modules designed to aid them in building their curriculum maps and assessments with their new standards. Science will continue to revise their maps as they dig into their standards and all work will continue during PLC's.</p> <p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> Teachers completed the KDE reading and math modulates. Teachers are moving to implement new standards in the classroom.  <b>SES:</b> Teachers completed the KDE reading and math modules. Focus for our next round will be on social studies and new technology standards.  <b>LES:</b> Teachers have finished the Kentucky Department of Education Standards Roll Out Modules and will move to the implementation stage.  <b>FSMS:</b> Teachers have finished the Kentucky Department of Education Standards Roll Out Modules and have moved to implementing the new standards in the classroom.  <b>FSHS:</b> Teachers have completed the KDE Reading and Math Modules for Standards roll-out.</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 continue to implement CASE Assessments in Reading and Math. SCS Students will also utilize STAR Renaissance for reading</p>	<p><b>Evidence:</b>  Learning Community Day Agendas   Professional Development Agendas</p>	<p>\$41,000.00</p>

		and math assessment progress monitoring purposes.		
	<p><b>March Progress Monitoring Notes:</b>  FES: Formative Assessments remain a daily practice. Schoolwide monitoring for Tier 2 &amp; 3 takes place every three weeks and intervention is delivered based on those results. FES has benchmarks using STAR Early Literacy, STAR Reading and STAR Math, Aimsweb and DIBELS three times a year.  SES: Utilizing CASE assessments for 2nd and 3rd grades. Learning checks for 1st grade (3 times a year). STAR assessment 3 times a year for all students.  LES: LES has administered two CASE assessments for this school year. The data has been analyzed and next steps determined by individual teachers and principal. Teachers will continue to provide clear learning targets and specific feedback regarding tasks and assignments as noted on overviews.  FSMS: FSMS has given two CASE assessments this school year. Teachers have individually analyzed data with the help of the CIA and have determined next steps. We also have administered two STAR assessments thus far this year and data has been analyzed.  FSHS: 9th and 10th grade students continue to take the STAR assessment in reading and math to monitor progress and utilize data in core classrooms as needed. Teachers work weekly during PLC's on Friday mornings where they discuss common formative and summative assessments, learning targets, and weekly overviews.</p> <p><b>October Progress Monitoring Notes:</b>  FES: No end of the school year testing was completed due to Covid-19. The Brigance Kindergarten Screener is being administered to K students. All in person students have been screened.  SES: STAR testing was not administered in Spring 2020 due to covid. We will STAR test students during the hybrid in person days beginning late October around the 19th-30th.  LES: Plans are being made to administer the STAR test when school is back in session. Also, some type of District Assessment similar to the CASE will be administered around December.  FSMS: Plans to administer the STAR and CASE assessment are being made so that the test can be administered once students return to in person classes. Teachers are currently assessing students formatively and summatively within their individual classrooms.  FSHS: Once students return to in-person classes, we will schedule the STAR exam for 9th and 10th graders in reading and math. Teachers no longer have Friday mornings for PLC time but we will utilize some time to discuss data ; therefore, we will work to disaggregate the data and make sure all teachers have access to the information.</p>			
	KCWP 4: Review, Analyze and Apply Data  <b>Strategy: Implementing and improving a balanced assessment system</b>	<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 semester site visits. Instructional next steps, developing personalized learning opportunities for students and identifying students for interventions/enrichments will also be discussed.</p>	Site Visit Agendas/Notes Instructional Planning Meeting Agendas  <b><u>Members Responsible:</u></b> District Leadership Principals CIA's Teachers	\$0
	<p><b>March Progress Monitoring Notes:</b>  FES:  SES: PLCs have worked to analyze data, assessments and next steps for further instruction. Teachers are able to meet weekly, presenting PLC protocol that focuses on planning, engaging strategies, analysis questions and next steps to further students in their academics.</p>			

<p>LES: All assessments whether summative or formative have been analyzed by school teams. These assessments will guide our activities for after school PLC's, content planning, and Learning Community Days. More students have been identified for either interventions or enrichments programs. Eight groups are now meeting three days a week in either math or reading to strengthen academic foundations to move toward proficiency.</p> <p>FSMS: PLC groups have worked to analyze assessment data, create new assessments, and develop clarity for learning. Each group has been assigned a PLC slide in order to answer 4 guiding questions. These questions help guide conversations about data, instruction, and next steps.</p> <p>FSHS: PLC groups work together regularly to analyze data, the assessments, the work leading up to the assessments, and any interventions needed for students. Learning targets are specific and students are tracked based on their mastery of standards. LCD days are reserved for further PLC work and any group discussions and work that enhance the learning experience and data analysis of assessments.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: FES has participated weekly PLC meetings since school began to develop our Schoology platform.</p> <p>SES: Our Nov 2nd learning community day will be analyzing STAR test results and make plans for intervention and enrichment, as well as work toward content literacy and alignment in 3rd grade. We also may need to address any development needs for Pathblazers, schoology, or student collaboration strategies while maintaining social distancing. Once we have a good routine in place after switching to hybrid, we will restart our weekly PLC meetings that include teachers presenting a PDSA cycle to teammates and admin.</p> <p>LES: LES is working with Robin Poynter. She will work with the admin team in identifying areas of growth to produce rigor across all contents. We will also continue to work on Writing in all curriculum areas. At this time, we have spent a tremendous amount of time learning the various facets of the Schoology platform.</p> <p>FSMS: The PLC process for the 2020-2021 school year has been outlined to teachers and will begin in October. Teachers will analyze common formative assessments and answer questions about how students are performing in the classroom as well as answer what we can do to help each student perform better.</p> <p>FSHS: Friday's will be time for teachers to work in PLC's and discuss data from week to week, as well as our November 2nd Learning Community Day.</p>				
<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p><b>Strategy: Curriculum, assessments, systems and structures analysis</b></p>	<p>Activity: <b>Teaching and Learning Team</b></p>	<p>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, and share instructional resources aligned to KAS.</p> <p>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.</p> <p>Teaching and Learning Team will facilitate the rollout of the New Kentucky Academic Standards.</p>	<p><b>Evidence:</b></p> <p>Monthly ILTM Meeting Agendas/Notes Monthly CIA Meeting Agenda/Notes LCD Day Agendas PLC Protocols/Notes Planning Period Meetings Agendas</p> <p><b>Members Responsible:</b></p> <p>District Leadership Principals CIA's</p>	<p>\$0</p>
	<p><b>March Progress Monitoring Notes:</b></p> <p>FES: FES has worked on standards rollout this year and matching the rollout to curriculum maps. Plans include time to match work done in Standards Rollout to Unit Plans.</p> <p>SES: Mrs. Vaughn continues to lead the staff through the Reading and Math standards. Future work on learning targets and standard analysis.</p> <p>LES: The school administration team meets weekly to analyze curriculum, assessments, and structural systems to make any adjustments in test administration, school resources, and/or curriculum best practices.</p>			

<p>FSMS: Mr. Perdue works closely with other CIAs and the teacher and learning team to help vertically align content in each grade level. He also helps lead the process of rolling out new standards in math and reading. He also leads PPMs that are focused on improving instruction and assessment practices.</p> <p>FSHS: Mrs. Wood works closely with the other CIA's in the district to continue a vertical alignment in core areas, as well as, orchestrating the KDE Standards rollout for reading and math. The school administrators meet weekly to discuss walkthroughs and trends in curriculum, if anything is observed that week. Mrs. Wood works with teachers during Planning Period Meetings on any curriculum related items seen as a need for the school.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: FES spend PD hours matching our Standards Rollout to our Unit Plans for all content areas.</p> <p>SES: We spent several summer PD hours updating and refreshing curriculum maps by content teams, especially for science and social studies.</p> <p>LES: The school administration team meets weekly to analyze curriculum, assessments, and structural systems to make any adjustments in test administration, school resources, and/or curriculum best practices.</p> <p>FSMS: Mr. Perdue works closely with other CIAs and the teacher and learning team to help vertically align content in each grade level. He also helps lead the process of rolling out new standards in math and reading. He also leads PPMs that are focused on improving instruction and assessment practices.</p> <p>FSHS: Mrs. Wood continues to work closely with the other CIA's and the Teacher and Learning Team to develop plans for curriculum alignment in the schools. The school administrators will continue to meet and work with teachers to guide them through this school year.</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><b>Activity: 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>Beginning in Jan. 2020 a district wide walkthrough form based on the ELEOT will be created. A walkthrough committee team will be established comprised of teachers from each school to analyze results.</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>District Administrators</p> <p>CIA's</p> <p>Principals</p> <p>Assistant Principals</p> <p>Teacher Leaders</p>	<p>\$0</p>
<p><b>March Progress Monitoring Notes:</b></p> <p>FES: The teachers were trained on the ELEOT tool in January and walkthroughs were started after that training. There is a goal of at least 5 walkthroughs a week.</p> <p>SES: All admin staff was trained and assessed on the ELEOT. Staff was exposed to the ELEOT and continued to tailor instruction to meet the needs of all students. Teachers have given feedback on both the tool and walkthrough process.</p> <p>LES: The teachers were trained on the ELEOT at the end of January 2020. The administration team completed ELEOT instructional training in order to do school and district walkthroughs. The administration team completes a walkthrough and the faculty member receives feedback information.</p>			

<p>FSMS: The administration team completed ELEOT training in December and teachers have been made aware of the district developed walkthrough around the ELEOT design. This walkthrough is utilized regularly among the administrators with a goal of at least 5 walkthroughs a week.</p> <p>FSHS: The administration team completed ELEOT training in December and teachers have been made aware of the district developed walkthrough around the ELEOT design. This walkthrough is utilized regularly among the administrators with a goal of at least 5 walkthroughs a week.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Walkthroughs will resume after in person classes begin.  SES: We will continue to use the eleot for walkthroughs and feedback.  LES: The ELEOT walkthrough document will continue to be used once we return to in person classes.  FSMS: We will continue to use the ELEOT walkthrough to provide feedback to our teachers (Once students return to in person classes). Right now each teacher's Schoology class is analyzed and feedback is provided on the daily activities posted in each teacher's online classroom.  FSHS: Once we return to in-person classes, we will slowly begin the process of integrating the ELEOT walkthroughs back into our schedules.</p>			
<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Continuous Classroom Improvement</b></p>	<p>Activity: <b>Data Analysis</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>The Specialized Instructional Programs department will continue to work with teachers at FES, FSMS, SES and LES to continue a progress monitoring system for our RTI students.</p>	<p><b>Evidence:</b> Learning Community Day Agendas</p> <p><b>Members Responsible:</b> Specialized Program Consultant School Psychologists CIA's District Administrators Principals Assistant Principals Teachers</p>	<p>\$0</p>
<p><b>March Progress Monitoring Notes:</b>  FES: FES PM takes place three times a year for the entire school and every three weeks for Tier 2 and Tier 3 students.  SES: Progress monitoring team identifies Ss for targeted interventions and data collection. Ss are assessed by appropriate district personnel to determine eligibility for specialized services. SES continues to expand the process by looking at academics for intervention, behavior for intervention and talent pool resources available for tier 1 students.  LES: The progress monitoring team has identified students in reading, math, writing, and behavior to monitor. Those students not making progress after academic changes will then begin the process for a special education referral.  FSMS: Teachers meet in PLCs and analyze data weekly through common planning. Mr. Perdue also works with the interventionist to analyze intervention data.  FSHS: Teachers review and analyze data weekly during PLC's, as well as, common plannings. As practice ACT data is received, teachers work through their students and classroom data to identify areas they can tackle with their kids, integrate into their classroom instruction and units, or academic time intervention.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Once the Hybrid schedule is in place, we will work to create a more intentional system for monitoring students and new referrals.  SES: Once the Hybrid schedule is in place, we will work to create a more intentional system for monitoring students and new referrals. For now, we are monitoring as best we can virtually through google meets and virtual one:one.  LES: Progress monitoring work will continue on those students identified in the Spring of 2020.</p>			



<p>FSMS: Teachers meet with Mr. Perdue and Mr. Grover monthly to discuss and analyze common formative and summative assessment data. Intervention data will be analyzed through PPMs and PLCs as needed.</p> <p>FSHS: Teachers will utilize time on Fridays to analyze data with their PLC's. Teachers will also work through practice ACT data once students take the exam in October of 2020</p>				
<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> <p><b>Strategy: Mentoring Program</b></p>		<p>Activity: <b>Teacher Resource Support</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.</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>Evidence:</b></p> <p>New Teacher Orientation Meeting Agendas Site Visit Discussions PLC Agendas/Notes</p> <p><b>Members Responsible:</b></p> <p>District Leadership CIA's Human Resources</p>	<p>\$7,500.00</p>
<p><b>March Progress Monitoring Notes:</b></p> <p>FES: FES uses a mentor teacher to advise two new teachers this year. Additionally, these teachers are part of the new teacher orientation program.</p> <p>SES: Two teachers (new to SES) have mentors and participate in this program. The entire staff participates in a weekly PLC protocol modeled after the PDSA format. Laying the groundwork for new teachers next year by continuing to mold and mentor teachers.</p> <p>LES: Lincoln has five teachers who continue to participate in the new teacher orientation program. Each teacher is provided a mentor teacher for extra support in developing the necessary skills to be successful in the classroom. These teachers also collaborate with other teachers in his or her academic areas and a group established at Lincoln Elementary called the B44 group.</p> <p>FSMS: Mr. Perdue communicates PD opportunities with teachers as opportunities present themselves. He also leads PPMs that allow teachers to ask for resources that they need in order to help students succeed. Mr. Perdue is also using video coaching with all new teachers and any teacher who volunteers. These coaching sessions are used to help teachers set goals for growth in their classrooms.</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 last meeting scheduled for April.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: We have one new part time special area teacher. That teacher has not been assigned a formal mentor, but has worked at length with multiple teachers.</p> <p>SES: We have 6 new teachers in our building. Currently 4 of those teachers are getting OG training, and all 6 are in new teacher cohort that meets throughout the school year. 2 of those 6 are in their first year of teaching, and have mentor teachers providing support and feedback. Admin will also continue to monitor and provide support as well.</p> <p>LES: Lincoln has two teachers who continue to participate in the new teacher orientation program. Each teacher is provided a mentor teacher for extra support in developing the necessary skills to be successful in the classroom. These teachers also collaborate with other teachers in his or her academic areas and a group established at Lincoln Elementary called the B44 group.</p>				

	<p>FSMS: Mr. Perdue communicates PD opportunities with teachers as opportunities present themselves. He also leads PPMs that allow teachers to ask for resources that they need in order to help students succeed. Mr. Perdue is also using video coaching with all new teachers and any teacher who volunteers. These coaching sessions are used to help teachers set goals for growth in their classrooms.</p> <p>FSHS: PPM's have been postponed for the time being; however, we are meeting by departments on Fridays to discuss information with the staff. New teachers are being supported in the building through mentors and the admin team, along with Mrs. Wood and the district New Employee group.</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 of which included content specific PD, formative assessment, engagement, and high yield instructional strategies such as Thoughtful Ed, Trauma Informed Care, Mental Health Strategies, 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. The District Teaching and Learning Team will continue to host the Wildcat Summit in Fall of 2020.</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>	\$70,000
<p><b>March Progress Monitoring Notes:</b></p> <p>FES: FES PD this year has focused on Orton Gillingham. This training has focused on training teachers to provide explicit reading instruction to students.</p> <p>SES: We will plan to continue to focus on the 4Rs of Renaissance. The needs assessment has shown the need for TIC and mental health support. Continue to support OG in the school as this was a large investment and we are seeing gains for our students.</p> <p>LES: The teachers have completed his or her professional development activities for the 2019-2020 school year. Teachers continue to participate in content planning which is content specific for math or reading. On March 6, 2020, the teachers will participate in further work with the ELL program, introduction into the new math and reading standards, and work either in science, social studies, or writing.</p> <p>FSMS: Teachers at FSMS participate in PD opportunities throughout the year. In the summer teachers worked on developing effective assessments, throughout the year PD was centered on instructional practices. Teachers were required to get 6 hours of PD on their own. Next year teachers will be putting their assessments on Schoology and aligning questions to new State Standards. They will also be working on improving instructional practices.</p> <p>FSHS: Teachers submitted a Summer PD form for approval of their 12 individual hours they plan to attain over Summer 2019. 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><b>October Progress Monitoring Notes:</b></p> <p>FES: FES teachers have completed PD activities that focus on curriculum development this year.</p> <p>SES: All of SES teachers have completed their PD activities for 2020-2021 that was centered on curriculum development and virtual learning.</p> <p>LES: Majority of the teachers have completed his or her professional development activities for the 2020-2021 school year. Many of our professional development activities have centered around virtual learning.</p>				



	<p>FSMS: Teachers at FSM participate in PD opportunities throughout the year. In the summer teachers worked on developing their online learning platform, and throughout the year PD will be centered on High-Impact Instructional Strategies. As the year progresses teachers will learn how to implement various instructional strategies in their classrooms.</p> <p>FSHS: Teachers submitted their PD hours approval form for the Summer of 2020 and completed those hours, along with hours we designed for them prior to the start of the school year. There were sessions on Mental Health, Standards/Curriculum Maps, PLC's, etc. PD hours are being kept in check to see what teachers are still needing to complete their hours. Many options are virtual this year due to the pandemic.</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) schedules 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>Evidence:</b> Learning Community Day Agendas</p> <p><b>Members Responsible:</b> District Leadership CIA's Principals Assistant Principals Teachers</p>	\$0
	<p><b>March Progress Monitoring Notes:</b>  FES: TEachers meet monthly to review curricular needs for all core areas.  SES: PLCs have worked to analyze data, assessments and next steps for further instruction. Teachers are able to meet weekly, presenting PLC protocol that focuses on planning, engaging strategies, analysis questions and next steps to further students in their academics.  LES: The LES teachers meet consistently two Wednesdays a month to work on curricular needs in science, social studies, or writing. They also meet each Tuesday and Thursday to discuss formative/summative test analysis, making curricular changes, and/or overview development.  FSMS: Teachers meet once a week during their planning for PLCs. Teachers collaborate on instruction and analyze assessment data from common summative assessments. They also discuss instructional strategies used in their classrooms.  FSHS: Teachers will continue to work with their PLC partners every Friday morning to collaborate on instruction and look through common assessment data, review curriculum maps, and revise overviews as needed.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Teachers have been meeting weekly to review curricular needs since the beginnign of the school year.  SES: Content teams meet once a week, and grade level teams meet once per week. Teachers are collaborating at higher levels that ever before through schoology sandbox.  LES: The LES teachers meet consistently. The teachers will meet each Thursday and Friday to discuss formative/summative test analysis, making curricular changes, and/or overview development.  FSMS: Teachers meet once a week during their planning for PLCs. Teachers collaborate on instruction and analyze assessment data from common summative assessments. They also discuss instructional strategies used in their classrooms.  FSHS: Teachers will use time on Friday's to work with their PLC partners to collaborate on instruction and look through common assessment data, review curriculum maps, and revise pacing guides as needed.</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) for teachers to participate in learning</p>	<p><b>Evidence:</b> Learning Community Day Agendas</p> <p><b>Members Responsible:</b> District Leadership</p>	\$3800.00

	<b>Strategy: Learning Networks</b>	networks to develop a vertical, standards-aligned curriculum, learn high-yield instructional strategies, create a balanced assessment system, and monitor student progress that is needed to raise individual student achievement.  Reflection analysis as well as follow-up visits will be conducted to gauge effectiveness and to determine differentiated next steps.  Simpson County Schools will host the Wildcat Summit in Fall of 2020 during a Learning Community Day.	CIA’s Principals Assistant Principals Teachers	
	<b>March Progress Monitoring Notes:</b> FES: FES LCD days have focused on curriculum work, including the Standards Rollout. SES: LCD focused on the final 50 days of instruction and the new standards rollout. LES: During the Learning Community Day on March 6, 2020, each teacher will be working on reading or math modules, curriculum/instructional strategy building with science, social studies or writing, and networking with the ELL teacher on how to provide more direct intentional services. FSMS: FSMS LCD days have focused on improving instructional practices, standards roll out, and curriculum work. 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 continues to work on curriculum maps and aligning those department-wide as well.  <b>October Progress Monitoring Notes:</b> FES: FES will participate in PathBlazer training and our Schoology platform. SES: Nov 2 will consist of STAR results analysis, PLC protocol, content literacy for 3rd grade, reviewing intervention/enrichment data, and schoology/tech enhancing ideas LES: LCD days will continue to focus on virtual learning and Schoology platform. We will also focus on DOK levels in accordance with developed rigor. FSMS: FSMS LCD days have focused on improving instructional practices, standards roll out, and curriculum work. FSHS: LCD’s will be our focus for bringing departments together and work with others in the district if time allows. A lot will focus on making sure our Hybrid and Virtual students are getting the standards the best we can deliver them.			
	KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment  <b>Strategy: School Transitions</b>	Activity: <b>Activities</b>  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.	<b>Evidence:</b> LCD Agendas Student Spreadsheets Behavior Data  <b>Members Responsible:</b> Principals District Leadership Team School Counselors School Social Workers	\$0
	<b>March Progress Monitoring Notes:</b> FES: FES continues to work with SES on transitioning activities between the schools.			

	<p>SES: Working with FES and LES for transition activities between schools for students. We are working towards Next Grade Readiness at all levels to prepare students for proficiency and greater academic success.</p> <p>LES: Lincoln continues to work with Simpson and FS Middle School on transitioning activities between the schools involving curriculum needs, behavior needs, and social-emotional support.</p> <p>FSMS: FSMS continues to work with the high school to build vertical alignment and to help with transitions.</p> <p>FSHS: Teachers are given time, resources, and personnel to build classroom instruction and assessment within each LCD.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: FES and SES work together using a transition system to prepare transitio of students .</p> <p>SES: LES and FES admin work together to maintain a transition system to prepare all stakeholders for movement from school to school seamlessly, especially for our special needs population.. LES and FES CIAs collaborate and work together to transfer data and important information from school to school as needed..</p> <p>LES: Lincoln continues to work with Simpson and FS Middle School on transitioning activities between the schools involving curriculum needs, behavior needs, and social-emotional support.</p> <p>FSMS: FSMS continues to work with the high school to build vertical alignment and to help with transitions.</p> <p>FSHS: The HS will continue to work with the MS on vertical alignment and transitioning to classes at the HS.</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 the 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>Evidence:</b></p> <p>Meeting agendas RTC Staff Collaboration Brigance Data</p> <p><b>Members Responsible:</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: CECC was able to provide take home materials to students during NTI days. Information was sent out virtually. Our Jumpstart Academy will be held virtually this year and all stuetns will have access..</p> <p>SES: N/A</p> <p>LES: N/A</p> <p>FSMS: N/A</p>			

	<p>FSHS: N/A</p> <p><b>October Progress Monitoring Notes:</b>  FES: The Little Cats program FES hosts each year was only able to offer one session prior to restrictions fom COVID.  SES: N/A  LES:N/A  FSMS: N/A  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 Creating Strategic Readers Cohort led by a Simpson County Schools teacher leader.</p>	<p><b>Evidence:</b>  Writing Plan Feedback  Writing Plan PD  Writing Blitz Schedules  Weekly Overviews  District Curriculum Map  School Site Visit Agendas  LCD Day Agendas  <b>Members Responsible:</b>  District Leadership  CIA's  Principals  Assistant Principals  Teachers</p>	<p>\$1050.00</p>
	<p><b>March Progress Monitoring Notes:</b>  FES: Tier 1 students began taking the STAR Reading assessment in January. They tested again in Feb. Mrs. Bean tracks their progress through a spreadsheet. Mrs. Bean, Mrs. Bowen, Mrs. Arterburn, and Ms. Moody participated in the Creating Strategic Readers Cohort.  SES: We are the host site for the Strategic Readers cohort with 4 educators participating at SES. GAPS in writing are a focus in the 3rd grade as we utilize writing scrimmages and weekly short answer questions. Teachers in all grades focus on the writing process utilizing Run the Race and gradual release of our young writers.  LES: Gaps in literacy performance will be assessed through CASE data, STAR assessments, and formative/summative assessments. Once analysis is finished, flexible grouping will be assessed along with any needed changes to the curriculum as well as the RTI program.  FSMS: FSMS is continually working on improving its writing policy for the future. Literacy across the content is a focus at FSMS. We also use CASE and STAR to assess what students need in terms of literacy. Writing in the content area will be a huge focus for FSMS in 2020-2021.  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>  <b>FES:</b> Students will take the STAR Assessment during the fall of 2020.  <b>SES:</b> Literacy is monitored through teacher generated formative assessments and summative assessments. Also, we use STAR, CASE, Orton-Gillingham, and screeners/placement data from successmaker or pathblazers.  <b>LES:</b> Gaps in literacy performance will be assessed through CASE data, STAR assessments, and formative/summative assessments. Once analysis is finished, flexible grouping will be assessed along with any needed changes to the curriculum as well as the RTI program.  <b>FSMS:</b> FSMS is continually working on improving its writing policy for the future. Literacy across the content is a focus at FSMS. We also use CASE and STAR to assess what students need in terms of literacy. Writing in the content area will be a huge focus for FSMS in 2020-2021.  <b>FSHS:</b> The FSHS Writing Policy will be revisited during the November 2nd LCD. Departments will discuss any changes or additions.</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>  Weekly Overviews  District Curriculum Map  School Site Visit Agendas  LCD Day Agendas</p> <p><b>Members Responsible:</b>  District Leadership  CIA's  Principals  Assistant Principals  Teachers</p>	<p>\$0</p>
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> Math data is analyzed every 3 weeks based on progress monitoring. Students are moved between tiers to best suit their instructional needs.  <b>SES:</b> Math data is analyzed as a part of the weekly PLC. Students take the MCOMP/MCAP each week in all grades. Math Madness is also used to help keep students excited about Math and competing against each homeroom. Flex groups in all grades are a result of 3 data points to determine student placement for math (and reading).  <b>LES:</b> Teachers will have the opportunity to analyze math data to determine gaps and inform instructional improvements through content planning and LCD days. Students will have the opportunity to take part in math RTI in the classroom and breakfast club.  <b>FSMS:</b> Teachers analyze STAR and CASE data in order to determine math gaps. Students in the 25th percentile and below are placed in a math intervention class in order to help improve number sense and math fluency. Math teachers also provide Tier 2 intervention during flex period for students struggling with math.  <b>FSHS:</b> The math department works weekly in PLC's to analyze data from formative and summative assessments to drive instruction. They 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>  <b>FES:</b> Math data is analyzed every three weeks based on Aimsweb progress monitoring.  <b>SES:</b> Math data is monitored through Aimsweb, common formative and summative testing generated by teachers, STAR and CASE data.  <b>LES:</b> Teachers will have the opportunity to analyze math data to determine gaps and inform instructional improvements through content planning and LCD days. Students will have the opportunity to take part in math RTI in the classroom.</p>			

	<p>FSMS: Teachers analyze STAR and CASE data in order to determine math gaps. Students in the 25th percentile and below are placed in a math intervention class in order to help improve number sense and math fluency. Math teachers also provide Tier 2 intervention during flex period for students struggling with math.</p> <p>FSSH: The PLC's within the math department work together to analyze data and determine any math gaps. They also work with the math intervention teacher on what students would benefit from her class and what skills are most needed.</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 at 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 winter to identify students that might be academically prepared to take Pre-AP/AP classes upon entering high school.</p>	<p><b>Evidence:</b> After School Tutoring Sign In Sheet</p> <p><b>Members Responsible:</b> FSMS Administration FSMS CIA FSMS Math Teachers</p>	\$0
	<p><b>March Progress Monitoring Notes:</b>  FES: NA  SES: N/A  LES: N/A  FSMS: This is our last year in the grant. We are scheduled to take the PSAT 8/9 this spring. Teachers have been required to have vertical alignment meeting throughout the year.  FSSH: 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>October Progress Monitoring Notes:</b>  FES: NA  SES: N/A  LES: N/A  FSMS: We have completed the Advac-ED Grant  FSSH: While this is primarily within the MS, the HS admin and counselors do comb through data to determine the best placement for students, along with recommendations from the MS teachers.</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 FES, SES, LES, FSMS to lead and monitor this work. Students at</p>	<p><b>Evidence:</b> Exploratorium Schedules Class Schedules Cluster Groups Flexible Groups</p> <p><b>Members Responsible:</b> District Leadership Principals Assistant Principals Teachers GT Lead Teachers</p>	\$0



		FSMS have the opportunity to experience The Summit. GT students are clustered grouped together during Flex Period. 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><b>March Progress Monitoring Notes:</b>  FES: Teachers utilize cluster grouping during reading and math to meet the enrichment needs of students. Programs such as iRead and IXL place students at their particular level for lessons. Mrs. Bean had planned to take a Reader's Theater group of enrichment students to perform at the STEAM Showcase. Mrs. Bean also planned to work with an enrichment group to write and illustrate a book to be published by Student Treasures Publishing Company. Samples of artistic works are also being collected.  SES: We continue to service our growing # of PTP students with enrichment art and music classes, cluster groups led by PTP consultants, Super Simpson, and online learning programs.  LES: Fifty LES students have the opportunity to participate in the Edge Academy. There is also support from Mrs. Wad in above benchmark Reading and Math. She is also a support for creativity activities. The 5th grade writing students have support from Mrs. Jamie Arney.  FSMS: Approximately 180 students have the opportunity to participate in the Summitt. We also have chorus and band programs. We offer various clubs and programs for our students to participate in. Examples are but are not limited to: Beta, STLP, Student Council, Renaissance, Academic Team.  FSHS: As students progress through HS, they have the opportunity to take AP classes, Dual Credit courses, WKU online learning class, and apply to SKYCTC as a Senior. More options are being researched to better serve our GT students once they reach the HS level. FSHS will host it's 2nd Leadership Day for all GT Leadership students 6-12 to attend in May.</p> <p><b>October Progress Monitoring Notes:</b>  FES: NA  SES: During Virtual, PTP students are receiving virtual enrichment from Mrs. Wade and Mrs. Sheffield and from the special area teachers. We will make plans to continue enrichment activities when our hybrid schedule is in place. The special area teachers are providing enrichment through optional schoology activities in music and art.  LES: During Virtual, GT students are receiving virtual enrichment from Mrs. Wade and Mrs. Sheffield and from the special area teachers. We will make plans to continue enrichment activities when our hybrid schedule is in place.  FSMS: Approximately 170 students have the opportunity to participate in the Summitt. We also have chorus and band programs as well as Family and Consumer Science and Agriculture programs. We offer various clubs and sports. Examples are but are but are not limited to: Beta, STLP, Student Council, Renaissance, Academic Team.  FSHS: As students progress through HS, they have the opportunity to take AP classes, Dual Credit courses, WKU online learning class, and apply to SKYCTC as a Senior. More options are being researched to better serve our GT students once they reach the HS level. Unfortunately we were unable to host a Leadership Day; however, we have passed along virtual opportunities to students.</p>			
	KCWP 4: Review, Analyze and Apply Data  <b>Strategy: Advance 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	<b>Evidence:</b> Class Schedules Student AP Enrollment Student Dual Credit Enrollment  <b>Members Responsible:</b> District Leadership CIA's	\$0

		Advanced Placement and Dual Credit Courses.	HS Principal HS Assistant Principals AP/Dual Credit Teachers	
	<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            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>  <b>FES:</b> NA  <b>SES:</b> N/A  <b>LES:</b> N/A  <b>FSMS:</b> N/A            FSHS: AP/Dual Credit teachers analyzed their success rates from the 19-20 school year and worked with other AP teachers this summer to develop a plan for this school year.</p>			
	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  <b>Strategy: Advanced Placement Offerings</b>	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. FSHS Teachers will be participating in Laying the Foundation Training.	<b>Evidence:</b> Certified AP/Dual Credit Teachers  <b>Members Responsible:</b> District Leadership HS CIA HS Principal HS Assistant Principals AP/Dual Credit Teachers	\$0
	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  <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>  <b>FES:</b> NA  <b>SES:</b> N/A  <b>LES:</b> N/A  <b>FSMS:</b> N/A            FSHS: AP teachers attend AP training during the summer and any support training throughout the school year. All eligible students are encouraged to apply for Gatton and supported through the process. Currently, we have 1 student attending Gatton.</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> AP teachers had to attend some training virtually during the summer but many collaborated with others to develop a plan for this school year. We also continue to encourage students to apply for Gatton and support them through the process. We currently have 1 student attending.			
	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, KAGE, PTO, the use of ThrillShare, 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
	<b>March Progress Monitoring Notes:</b> <b>FES:</b> We had over 90% participation in our Parent Teacher Conferences in February. The use of Thrillshare has provided Social Media and other electronic communication with parents on a more frequent basis through multiple mediums. <b>SES:</b> We had about 150 parents participate in our I LOVE learning math/literacy night in February, and positive feedback was provided about that event via parent survey. We had over 300 parents participate in parent teacher conferences via conference call or in person. <b>LES:</b> We had approximately 285 parent contacts during parent-teacher conferences. The use of Thrillshare and weekly school newsletters keeps the parents/guardians informed of activities at LES. Our last parent night was designed around K-PREP results, Renaissance activities, and math/literacy strategies. <b>FSMS:</b> We communicate using monthly newsletters, emails, Remind, and class website. Many teachers use Google Calendars, and Sites. We also invite parents to attend parent teacher conferences, Night of Innovation, STEAM Showcase, and many other things. <b>FSHS:</b> 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 nights, parent teacher conferences, and communicate with teachers about grades and behavior.  <b>October Progress Monitoring Notes:</b> <b>FES:</b> FES hosted individual orientation August 24-28 and had roughly 90% participation. Additionally, we have had three other parent drive thru events to deliver resources and information. <b>SES:</b> Our open house was August 26-28 and we had about 90% of our students/parents attending in person. Teachers taught students and parents how to use the schoology platform and set up a two way communication system for contacting each other during virtual learning. <b>LES:</b> Our Open House occurred the week of August 24-28 and we had 95% participation of parents/guardians and students learning how to use the Schoology platform. We constantly communicate using newsletters, Thrillshare, Remind, and Social media. <b>FSMS:</b> We communicate using monthly newsletters, emails, Remind, and class website. Many teachers use Google Calendars, and Sites. We also invite parents to attend parent teacher conferences, Night of Innovation, STEAM Showcase, and many other things.			

	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 nights, parent teacher conferences, and communicate with teachers about grades and behavior.			
	<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, Class DoJo, 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>Evidence:</b></p> <p>Teacher schedules Newspaper articles Websites Emails</p> <p><b>Members Responsible:</b></p> <p>Superintendent DPP Chief Academic Officer Teachers Students</p>	\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>FES: FES uses newsletters, emails, and social media, Leader of the Month receptions, and Teacher of the Week prizes to increase a positive sense of accomplishment and personal recognition among students, teachers.</p> <p>SES: SES uses newspaper, school messenger, radio spots, parent portal, newsletters, facebook and twitter to communicate leadership awards/student accomplishments.</p> <p>LES: LES has monthly students that we recognize as part of our Honoring Excellence Program. We have honored approximately 170 students as part of the LES Hall of Fame that is designed to promote good attendance, academic achievement, and behavioral success. Dojo is used daily in all classrooms to give the parent/guardian a daily snapshot of the student's day. We have monthly hype rallies that promote school spirit and academic recognition. We also have Staffulty recognitions for birthdays and academic success.</p> <p>FSMS: FSMS uses Quarterly Renaissance Rallies, PBIS rewards, and CASE Rewards. We also have 8th grade promotion and award days.</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: ES uses newsletters, emails, and social media, Leader of the Month receptions, and Teacher of the Week prizes to increase a positive sense of accomplishment and personal recognition among students, teachers.</p> <p>SES: SES uses newspaper, school messenger, radio spots, parent portal, newsletters, facebook and twitter to communicate leadership awards/student accomplishments.</p> <p>LES: LES has monthly students that we recognize as part of our Honoring Excellence Program. We have honored approximately 170 students as part of the LES Hall of Fame that is designed to promote good attendance, academic achievement, and behavioral success. Dojo is used daily in all classrooms to give the parent/guardian a daily snapshot of the student's day. We have monthly hype rallies that promote school spirit and academic recognition. We also have Staffulty recognitions for birthdays and academic success.</p> <p>FSMS: FSMS uses Quarterly Renaissance Rallies, PBIS rewards, and CASE Rewards. We also have 8th grade promotion and award days.</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>			



Separate Academic Indicator

Goal 1:  
Increase the percentage of students scoring Proficient and Distinguished on KPREP in Science for all elementary students from 48.9% to 74.5% and from 70.4% to 85.2% for all middle school students, and from 34.9% to 67.5% for all high school students by 2030.

Goal 2:  
Increase the percentage of students scoring Proficient and Distinguished on KPREP in Social Studies for all elementary students from 29.7% to 64.9% and from 30.6% to 65.3% for all middle school students by 2030.

Goal 3  
Increase the percentage of students scoring Proficient and Distinguished on KPREP in Writing for all elementary students from 51.9% to 76% and from 43.8% to 71.9% for all middle school students, and from 44.5% to 72.3% for all high school students by 2030.

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 percentage of students scoring Proficient and Distinguished in Writing for elementary from 51.9% to 54.1%, for middle school students from 43.8% to 46.4%, and from 44.5% to 47% for high school students by 2020.	KCWP 2: Design and Deliver Instruction  <b>Strategy: Writing</b>	Activity: <b>Writing</b>  All SCS Teachers will follow their school Writing Policy. 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. Students will be expected to maintain a digital writing portfolio.	<b>Evidence:</b> Learning Community Day Agendas Student Digital Portfolio  <b>Members Responsible:</b> District Leadership Principals CIA's Content Area Teacher Leaders Classroom Teachers	\$0
<b>March Progress Monitoring Notes:</b> FES: Teachers are choosing a writing piece to be included in the digital writing portfolio. Instructions on how to upload student writing into the digital portfolio were giving at the March LCD .				



<p>SES: The writing policy was updated and approved in Dec 2019 by the SBDM. Teachers use Run the Race to teach writing structure schoolwide, and students are in the process of adding to their digital writing portfolio.</p> <p>LES: Run the Race poster is found in each classroom. The SBDM Council approved the LES writing policy at its December 2019 meeting. Students have writing pieces in his or her digital writing portfolio.</p> <p>FSMS: The writing policy will be reviewed each year. Run the Race is used throughout all our classrooms. Students submit at least one writing piece through Google by the end of the school year.</p> <p>FSHS: While the expectations in writing are similar, there are differences at the HS level. Teachers have an understanding of “Run the Race,” but utilize more content specific language and connect it to that method and other content areas to create understanding and collaboration in building writing competency. 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>October Progress Monitoring Notes:</b></p> <p>FES: Teacher will use the FES Writing Policy to guide writing instruction this year.</p> <p>SES: Teachers use Run the Race as a guide for students to answer open ended or constructed response activities. Students also write three polished pieces per year, with one of those pieces being loaded into their digital portfolio.</p> <p>LES: Run the Race poster is found in each classroom. The SBDM Council approved the LES writing policy at its December 2019 meeting. Students have writing pieces in his or her digital writing portfolio.</p> <p>FSMS: The writing policy will be reviewed each year. Run the Race is used throughout all our classrooms. Students submit at least one writing piece through Google by the end of the school year.</p> <p>FSHS: While the expectations in writing are similar, there are differences at the HS level. Teachers have an understanding of “Run the Race,” but utilize more content specific language and connect it to that method and other content areas to create understanding and collaboration in building writing competency. 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>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 and review 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 Student Writing Portfolio</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: Teachers are choosing a writing piece to be included in the digital writing portfolio. Instructions on how to upload student writing into the digital portfolio were given at the March LCD .</p> <p>SES: Our writing policy was updated and approved at the December 2019 SBDM council. Students write, revise, and edit three pieces per year, choosing one of those pieces to be published in their personal google writing portfolio.</p> <p>LES: Writing policy revised and reviewed at the December 2019 SBDM Council meeting. Students are in the process of working on writing pieces for his or her electronic Google Writing Portfolio.</p> <p>FSMS: Writing policy revised and reviewed at the December 2019 SBDM Council meeting. Students are in the process of working on writing pieces for his or her electronic Google Writing Portfolio.</p> <p>FSHS: The HS writing policy was developed and revised by Teacher Leaders and then approved by SBDM council. Teachers have electronic access to the writing plan and work to meet writing expectations for each grade in order to complete each student's Google Writing Portfolio.</p>			

<p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> Writing policy was updated in December 2019 by the SBDM council. Students write three pieces per year in three categories.  <b>SES:</b> Our writing policy was updated and approved at the December 2019 SBDM council. Students write, revise, and edit three pieces per year, choosing one of those pieces to be published in their personal google writing portfolio.   <b>LES:</b> Writing policy revised and reviewed at the December 2019 SBDM Council meeting. Students are in the process of working on writing pieces for his or her electronic Google Writing Portfolio.  <b>FSMS:</b> Students work on writing portfolios throughout the year. They are exposed to various types of writing through each content area.  <b>FSHS:</b> The HS writing policy was developed and revised by Teacher Leaders and then approved by SBDM council. Teachers have electronic access to the writing plan and work to meet writing expectations for each grade in order to complete each student's Google Writing Portfolio.</p>			
<p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Instruction</b></p>	<p>Activity: <b>Instructional Resources</b></p> <p>Simpson County Teachers will implement instructional strategies in all contents. Specifically in the area of Writing. Those strategies can include but are not limited to Kagan Engagement Strategies, Thoughtful Education, and Literacy Strategies. Beginning in 2020, ELA teachers will access kystandards.org for resources to deepen their understanding of the new ELA Standards standards provided by KDE.</p>	<p><b>Evidence:</b>  Weekly Overviews  PD's  Walkthroughs</p> <p><b>Members Responsible:</b>  Superintendent  Chief Academic Officer  Instructional Supervisor  CIA's  Teachers  Students</p>	<p>\$1500.00</p>
<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> This year teachers have implemented the writing strategy of using CUPS as part of their writing instruction. This strategy is part of the Orton Gillingham training teachers received as part of this year's PD.  <b>SES:</b> Orton Gillingham strategies have been the focus of our literacy strategies this year, which include writing components, instruction, and assessments for learning to write.  <b>LES:</b> The teachers work with the Total Participation Strategies to increase student engagement.  <b>FSMS:</b> Teachers use Kagan strategies, Run the Race, and Peer Observations to help improve writing strategies. Teachers also bring writing samples to PPMs to be analyzed.  <b>FSHS:</b> Teachers utilize literacy strategies in their classroom; however, there is discussion on doing more PD on specific strategies for content areas and Total Participation Strategies for more engagement and intentional planning for classroom lessons.</p> <p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> Teachers use OG and Scot Foresman to deliver writing instruction following our district writing policy.  <b>SES:</b> Teachers use OG, Write Steps, and/or Journeys to apply rigorous writing instruction, as well as our district writing expectations guide and Next Grade level requirements in the area of writing is communicated to parents/stakeholders.  <b>LES:</b> The teachers work with the Total Participation Strategies to increase student engagement. This are limited now with the virtual platform so they are using other items that will increase engagement per subject.  <b>FSMS:</b> Teachers use Kagan strategies, Run the Race, and Peer Observations to help improve writing strategies. Teachers also bring writing samples to PPMs to be analyzed. High-Impact instructional strategies will be used to help better improve classroom instruction.  <b>FSHS:</b> Teachers continue to utilize literacy strategies in their classroom and we continue to monitor for any PD needs to make sure teachers are comfortable with implementing the strategies.</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, inquiry cycle, engagement, and high yield instructional strategies such as Thoughtful Ed, Growth Mindset, Continuous Classroom Improvement, Writing Strategies, Technology, etc.</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>	\$8000.00
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> All Professional Development this year was dedicated to Orton Gillingham training.  <b>SES:</b> We have focused our PD and LCD days on math and reading standards rollout modules, orton gillingham, and technology resources/strategies to enhance learning and differentiation.  <b>LES:</b> The faculty and staff have the opportunity to participate in professional development strategies that strengthen classroom instruction. The teachers participated in Total Participation strategies and a book study. The teachers have constantly spent one content planning day to assess and analyze a bi-weekly formative assessment in either math or reading.  <b>FSMS:</b> Teacher used PD in the summer to work on assessment practices. PD throughout the year was centered on instructional strategies. Teachers will be responsible for getting 6 hours on there own.  <b>FSHS:</b> Teachers were given the option of getting 12 hours on their own, after approval, during the summer of 2019. Those hours revolved around needs each teacher had and work they needed to do to improve their classroom. At the beginning of the year, teachers met altogether to discuss things, such as, Mental Health, Literacy strategies, Standard rollouts, and Nurse Aid training. 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>October Progress Monitoring Notes:</b>  <b>FES:</b> PD was centered around curriculum work associated with Standards Rollout.  <b>SES:</b> PD was centered around virtual teaching and collaboration, curriculum mapping and alignment, as well as social studies and science professional development.  <b>LES:</b> The faculty and staff have the opportunity to participate in professional development strategies that strengthen classroom instruction. The teacher has spent a majority of his or her PD days working on virtual learning strategies and Schoology.  <b>FSMS:</b> Teacher used PD in the summer to work on assessment practices. PD throughout the year was centered on instructional strategies. Teachers will be responsible for getting 6 hours on their own.  <b>FSHS:</b> Teacher completed many of their hours virtually this past summer due to the pandemic. We are focusing on mental health strategies for students and teachers, online platforms help to enhance the learning for our virtual students, and PLC work so teachers can develop plans for this unique year. We will continue to provide this time and support throughout the year.</p>			
Objective 2: To increase the percentage of students scoring Proficient and Distinguished in Social Studies for elementary students from 48.9% to 51.2%, and from 43.8% to 46.4% for	<p>KCWP 1: Design and Deploy Standards</p> <p><b>Strategy: Curriculum Mapping</b></p>	<p>Activity: <b>SS Standards</b></p> <p>KDE Social Studies Standards have been approved. SS teachers will begin curriculum mapping and working with grade level partners and vertical content partners during Learning Community Days and Professional Development Days.</p>	<p><b>Evidence:</b> Meeting Agendas Site Visit Discussions PLC Agendas/Notes Professional Development LCD Agendas</p>	\$0

middle school students, and 44.5% to 47% for high school students by 2020.			<b><u>Members Responsible:</u></b> District Leadership CIA's Principals Assistant Principals Teachers	
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> FES has been collaborating to design curriculum maps and gather resources for the new SS standards.  <b>SES:</b> We will need to start the social studies modules rollout fully in 2020. We have already been networking with other school districts and SS leaderships to find the best curriculum maps/lesson plan formats to address the standards. Mr. Northern has begun to put together units for the teachers to get us started. We have done some inquiry based training through NewsEla webinars with third grade teachers.  <b>LES:</b> SS teachers have been collaborating to design curriculum maps and gather lesson resources to fully implement the standards in 2020. We have also collaborated with Mrs. Kirchner and other districts on how they are addressing the new standards. We will be using KDEs SS standards modules to build SS pedagogy.  <b>FSMS:</b> SS teachers have been using the new SS standards this year. Also all SS teachers will participate in a standards roll out process in the fall.  <b>FSHS:</b> 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>October Progress Monitoring Notes:</b>  <b>FES:</b> We have completed our SS curriculum map and have a resource bank for the new SS standards.  <b>SES:</b> We are in the process of building SS units aligned to new standards, with a focus on content embedding in third grade to set up a “content literacy” model.  <b>LES:</b> We will continue using the new SS standards modules to build SS pedagogy. The Social Studies teachers have had the opportunity to work together to build new units around the standards.  <b>FSMS:</b> SS teachers will participate in a standards roll out process through PPMs this fall. New standards are currently being taught in all SS classrooms.  <b>FSHS:</b> SS Department members have already been participating in watching webinars and preparing for the new standards in their classes. Many are taking this time to figure out how they will structure their classes next year as this year they are trying to teach as much as they can.</p>			
	<p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Instruction</b></p>	<p>Activity: <b>Instructional Resources</b></p> <p>Simpson County Teachers will implement instructional strategies in all contents. Specifically in the area of Writing. Those strategies can include but are not limited to Kagan Engagement Strategies, Thoughtful Education, and Literacy Strategies. Beginning in 2020, Social Studies teachers will access kystandards.org for resources to deepen their understanding of the new Social Studies Standards standards provided by KDE.</p>	<p><b><u>Evidence:</u></b> Weekly Overviews PD's Walkthroughs</p> <p><b><u>Members Responsible:</u></b> Superintendent Chief Academic Officer Instructional Supervisor</p>	

		Teachers at FSMS will utilize Active Classroom as a Social Studies resource for their students.	CIA's Teachers Students	
	<p><b>March Progress Monitoring Notes:</b>  FES: Orton Gillingham strategies have been the focus of our writing strategies this year.  SES: Orton Gillingham strategies have been the focus of our literacy strategies this year, which include writing components, instruction, and assessments for learning to write.  LES: Teachers at LES continue to include Total Participation strategies in their lessons as a follow up to a summer PD. They use other strategies from Thoughtful Education and Kaegan as well to increase student involvement in the learning. Once teaching assignments for 2020-2021 have been determined, social studies teachers will begin with the modules designed to increase the understanding of these new standards.  FSMS: Teachers utilize literacy strategies in their classroom; however, there is discussion on doing more PD on specific strategies for content areas and Total Participation Strategies for more engagement and intentional planning for classroom lessons.  FSHS: Teachers utilize literacy strategies in their classroom; however, there is discussion on doing more PD on specific strategies for content areas and Total Participation Strategies for more engagement and intentional planning for classroom lessons.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Orton Gillingham strategies have been the focus of our writing strategies this year.  SES: Teachers use OG, Write Steps, and/or Journeys to apply rigorous writing instruction, as well as our district writing expectations guide and Next Grade level requirements in the area of writing is communicated to parents/stakeholders.  LES: The teachers work with the Total Participation Strategies to increase student engagement. This are limited now with the virtual platform so they are using other items that will increase engagement per subject.</p> <p>FSMS: Kagan Strategies and Total Participation Strategies will be used throughout our classrooms. Also High-Impact Instructional strategies will be used to improve classroom instruction.  FSHS: Teachers are utilizing literacy strategies to the best of their abilities during virtual learning. We are working on setting aside time for Total Participation Strategies for teachers once we have a good handle on this school year and the changes we are facing.</p>			
Objective 3: To increase the percentage of students scoring Proficient and Distinguished in Science for elementary students from 29.7% to 32.9%, and from 30.6% to 33.8% for middle school students, and 34.9% to 37.9% for high school students by 2020.	KCWP 5: Design, Align and Deliver Support  KCWP 2: Design and Deliver Instruction  <b>Strategy: Instruction</b>	Activity: <b>Classroom Instruction</b>  Teachers will continue to implement two Through Course Tasks from KDE resource site.  Teachers will visit other schools in the region to collaborate.	<b>Evidence:</b> Meeting Agendas Site Visit Discussions PLC Agendas/Notes Professional Development LCD Agendas  <b>Members Responsible:</b> District Leadership CIA's Principals Assistant Principals Teachers	300,000

	<p><b>March Progress Monitoring Notes:</b>  FES: FES has worked on science curriculum mapping/resources including inquiry tasks.  SES: Teachers have integrated the TCTs into their science units and use them as formative assessments when appropriate.  LES: Teachers at the 4th grade level have given two science learning checks that include TCT components. Teachers at the 5th grade level have administered one TCT and are in the process of preparing for the second. Both groups have analyzed the results to determine next steps in instruction.  FSMS: Teachers are required to submit TCTs to Mr. Perdue for review and to be analyzed.  FSHS: Science teachers at the high school have been developing their own TCT's using the template and the same expectations and rigor so they have more resources valid to their standards and pacing in their classroom. Those TCT's have been collected for the Fall and Spring of 19-20.</p> <p><b>October Progress Monitoring Notes:</b>  FES: FES has a finished curriculum map which includes inquiry tasks.  SES: We are working on developing science units that are aligned to stemscores. We will work to design TCT-like assessments based on those units.  LES: The teachers are required to administer TCT's and then the documents will be reviewed and analyzed for next instructional steps.  FSMS: Teachers are required to submit TCTs to Mr. Perdue for review and to be analyzed.  FSHS: Science teachers have been developing their own TCT's, using the same structure, expectations, and rigor, to better fit their standards and pacing in their classrooms. Those TCT's will be collected for each class by the end of the 20-21 school year.</p>			
	<p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Instruction</b></p>	<p>Activity: <b>Instructional Resources</b></p> <p>Simpson County Teachers will implement instructional strategies in all contents. Specifically in the area of Writing. Thoss strategies can include but are not limited to Kagan Engagement Strategies, Thoughtful Education, and Literacy Strategies. Beginning in 2020, Science teachers will access kystandards.org for resources to deepen their understanding of the new Science Standards standards provided by KDE.</p>	<p><b>Evidence:</b>  Weekly Overviews  PD's  Walkthroughs</p> <p><b>Members Responsible:</b>  Superintendent  Chief Academic Officer  Instructional Supervisor  CIA's  Teachers  Students</p>	
	<p><b>March Progress Monitoring Notes:</b>  FES: Orton Gillingham strategies have been the focus of our writing strategies this year.  SES: Orton Gillingham strategies have been the focus of our literacy strategies this year, which include writing components, instruction, and assessments for learning to write.  LES: Teachers at LES continue to include Total Participation strategies in their lessons as a follow up to a summer PD. They use other strategies from Thoughtful Education and Kaegan as well to increase student involvement in the learning. Once teaching assignments for 2020-2021 have been determined, science teachers will begin with the modules designed to increase the understanding of the NGSS standards.  FSMS: Teachers use Kagan strategies, Run the Race, and Peer Observations to help improve writing strategies. Teachers also bring writing samples to PPMs to be analyzed.</p>			



	<p>FSHS: Teachers utilize literacy strategies in their classroom; however, there is discussion on doing more PD on specific strategies for content areas and Total Participation Strategies for more engagement and intentional planning for classroom lessons.</p> <p><b>October Progress Monitoring Notes:</b>  FES:Orton Gillingham has been the focus of our writing strategies.  SES: We work to implement writing across content. We are working to ensure students are writing in response to learning in our revised science and new social studies standards units. Teachers use OG, Write Steps, and/or Journeys to apply rigorous writing instruction, as well as our district writing expectations guide and Next Grade level requirements in the area of writing is communicated to parents/stakeholders.</p> <p>LES: All teachers will teach writing content to his or her homeroom. The teachers had training this summer to prepare virtual writing lessons.  FSMS: Teachers use Kagan strategies, Run the Race, and Peer Observations to help improve writing strategies. Teachers also bring writing samples to PPMs to be analyzed.  FSHS: Teachers are utilizing literacy strategies to the best of their abilities during virtual learning. We are working on setting aside time for Total Participation Strategies for teachers once we have a good handle on this school year and the changes we are facing.</p>		
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### Gap

<p>Goals:</p> <p>Increase the percentage of students with disabilities scoring Proficient and Distinguished on KPREP in reading for all elementary students from 23% to 61.5% and from 21.1% to 60.6% for middle school students and from 15.8% to 57.9% for high school students by 2030.</p> <p>Increase the percentage of students scoring Proficient and Distinguished on KPREP in math for all elementary students from 23% to 61.5% and from 11.8% to 55.9% for middle school students and from 5.3% to 52.7% for high school students by 2030.</p>		
<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> </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> </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="#">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>	<ul style="list-style-type: none"><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>				
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 2020.	KCWP 4: Review, Analyze and Apply Data  <b>Strategy: Academic Support Program</b>	Activity: <b>Progress Monitoring</b>  Progress monitoring meetings will be held multiple times throughout the year to monitor students’ progress toward benchmark goals.  Schools will implement electronic data tracking and graphs in Google Drive 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 take place formally 4 times/year, however, Mrs. Bean frequently communicates with teachers and interventionists after progress monitoring data is collected every 3 weeks. SES: Progress monitoring meetings have taken place as scheduled and teachers/staff are doing an amazing job of providing interventions and tracking data to make special ed referrals or demonstrate growth and improvement. LES: Progress monitoring meetings are held to assess students that have not met benchmark standards and develop a monitoring process that will be assessed from one meeting to the next. Students not making progress will be considered for a special education referral. FSMS: Progress monitoring meetings are held to assess students and to analyze data. Students who need extra supports in Math and Reading are placed in intervention classes to help close the gap. 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 in a Google Sheet to aid in monitoring their progress and working to improve their scores on the ACT as Juniors and the Reading KPREP as Sophomores.  <b>October Progress Monitoring Notes:</b> FES: Progress monitoring will resume with in person classes. SES: Progress monitoring meetings will resume once hybrid model structure is in place and we can assess students in person. We have attempted to progress monitor successfully through a small group/one:one google meets and unsuccessfully whole group using online screeners. The online screener scores are often inflated because parents are trying to help. LES: Progress monitoring meetings will continue to be held to assess students that have not met benchmark standards and develop a monitoring process that will be assessed from one meeting to the next. Students not making progress will be considered for a special education referral. FSMS: Progress monitoring meetings are held to assess students and to analyze data. Students who need extra supports in Math and Reading are placed in intervention classes to help close the gap.				

<p>FSHS: Progress monitoring is being done virtually at the moment with teachers filling out a form to discuss progress and contact they have made with the students the Student Support Team has identified as of the start of this school year. Students are being monitored based on classroom progress at the moment, but once we take the STAR assessment and the practice ACT, there will be more data points to consider for each student.</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 an 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 interventions and special programs.</p>	<p><b>Evidence:</b></p> <p>RTI Process Documentation School Psychologists School Meeting Schedule</p> <p><b>Members Responsible:</b></p> <p>District Leadership Principals Assistant Principals Teachers School Psychologists</p>		\$0
<p><b>March Progress Monitoring Notes:</b></p> <p>FES: Reading and Math RTI groups are in place with data being collected.</p> <p>SES: Students at SES receive at least 45 to 60 min “on level” instruction, and 30 to 45 min in enrichment or intervention flex groups. Most intensive may receive additional time as needed.</p> <p>LES: Twenty to thirty minutes of RTI are done daily in reading or math for those students that are below benchmark. RTI groups have been developed for those students in reading or math that need help in reaching proficiency. This is designed to help students put in writing an explanation of content.</p> <p>FSMS: Reading and Math RTI takes place in intervention classes and during flex period. Students in the 25th percentile are placed in intervention classes for Tier 3 intervention support.</p> <p>FSHS: N/A</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: Students have been placed in tentative tiers based only on the Brigance.</p> <p>SES: During virtual, paras, special ed teachers, and interventionists are progress monitoring virtual and home visits. Sometimes this is successful, but any time the parents help the scores are inflated or are seen as outliers. Once hybrid is in place, we will work on a more effective progress monitoring schedule.</p> <p>LES: Twenty to thirty minutes of RTI are done daily in reading or math for those students that are below benchmark, RTI groups have been developed for those students in reading or math that need help in reaching proficiency. This is designed to help students put in writing an explanation of content.</p> <p>FSMS: Reading and Math RTI takes place in intervention classes and during flex period. Students in the 25th percentile are placed in intervention classes for Tier 3 intervention support.</p> <p>FSHS: N/A</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>Student Achievement Analysis</b></p> <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>Evidence:</b></p> <p>Site Visit Agendas/Notes Planning Period Meetings Guided Planning Meetings Admin Meetings</p> <p><b>Members Responsible:</b></p> <p>District Leadership Principals</p>		\$0

	<b>Strategy: GAP Reduction Analysis</b>		Assistant Principals CIA's Teachers		
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> NA  <b>SES:</b> GAP to group and GAP to reference data is analyzed for each CASE, STAR, and KPREP benchmark, communicated to stakeholders, and plans are put into place when necessary.  <b>LES:</b> Data is always used to guide instruction. Data is being assimilated to determine professional development needs and programming needs in specific content areas.  <b>FSMS:</b> Data is used to guide instruction daily. KPREP Data, STAR Data, and CASE Data are all analyzed and used to guide instruction. A next step document is created to document what steps need to be taken next.  <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>October Progress Monitoring Notes:</b>  <b>FES:</b> NA  <b>SES:</b> Teacher generated summative and formative data, CASE, STAR, OG, Aimsweb, and KPREP are always used to guide instruction, revise curriculum, and determine professional learning needs.  <b>LES:</b> Data is always used to guide instruction. Data is being assimilated to determine professional development needs and programming needs in specific content areas.  <b>FSMS:</b> Data is used to guide instruction daily. KPREP Data, STAR Data, and CASE Data are all analyzed and used to guide instruction. A next step document is created to document what steps need to be taken next.  <b>FSHS:</b> Students are placed in intervention classes for Math or Reading based on STAR scores, EXplorer scores (from 8th grade), and teacher recommendation. Others will not have the same intervention options through AT like in the past; however, we will work with students to make sure they have opportunities to work with their teachers when needed.</p>				
	KCWP 3: Design and Deliver Assessment Literacy  KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support  <b>Strategy: GAP Reduction Analysis</b>	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 2020. 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 GT Coordinator CAO Camp Little Cats Support Staff		\$22,200.00
	KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support	Activity: <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		\$0

			CIA's Teachers		
	<p><b>March Progress Monitoring Notes:</b>  FES: Mrs. Bean reviews progress monitoring data as it is collected every three weeks and communicates with teachers and interventionists about progress and next steps.  SES: We use PLC protocol as a way for teachers to present their data and a reflection of that data each week. We analyze summative data as a PLC and guided by CIA  LES: One day a week for content planning, an analysis of data is done by the teachers after a formative assessment is given and graded. Next steps in instruction are determined and small groups are designated for RTI instruction.  FSMS: Teachers meet twice a month for PPMs and PLCs to analyze data as well as improve instruction.  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>October Progress Monitoring Notes:</b>  FES: Once in person classes start will begin PM data collection.  SES: Once hybrid is in place, we will work toward progress monitoring data collection, review, and additions. We will also put back into place our weekly PLC meetings.  LES: One day a week for content planning, an analysis of data is done by the teachers after a formative assessment is given and graded. Next steps in instruction are determined and small groups are designated for RTI instruction.  FSMS: Teachers meet twice a month for PPMs and PLCs to analyze data as well as improve instruction.  FSHS: Teachers will have time on Friday's to meet with their PLC's in order to analyze student data, instruction strategies, and plan for the next week for in-person and virtual students.</p>				
	KCWP 3: Design and Deliver Assessment Literacy  KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment  <b>Strategy: Progress Monitoring</b>	Activity: <b>Analyze Non-Cognitive Data</b>  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.	<b>Evidence:</b> School Site Visit Agendas Truancy Meetings DPP Reports  <b>Members Responsible:</b> District Leadership Principals Assistant Principals DPP Attendance Clerks School Social Workers		\$0
	<p><b>March Progress Monitoring Notes:</b>  FES: FES has monthly attendance meetings to review attendance issues. Behavior Data is reviewed weekly and planning takes place based on the behavior needs of individual students.  SES: Monthly attendance meetings with DPP/social worker, and attendance clerks, Quarterly report reviewed at least twice per year at site visits. At both of these meetings, there are plans in place for any areas of weakness or issues that need addressed.  LES: Monthly attendance meeting is held with the DPP to discuss any students that have an excessive number of absences. Each Monday morning, a meeting is held with the social worker, school counselor, FRYSC, and principal to discuss diminishing barriers for students with attendance or behavioral issues.  FSMS: The PBIS team meets to discuss discipline data and possible rewards for students. Attendance is discussed among admin and next steps for closing the attendance gap are created. Admin meet once a week to discuss any data that is relevant at the time.  FSHS: Monthly attendance meetings are held with the DPP, counselors, Mr. Dobbs, and Mrs. Johnson. 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: FES has monthly attendance meetings to review attendance issues. Behavior Data is reviewed weekly and planning takes place based on the behavior needs of individual students.</p> <p>SES: Monthly attendance meetings with DPP/social worker, and attendance clerks, Quarterly report reviewed at least twice per year at site visits. At both of these meetings, there are plans in place for any areas of weakness or issues that need addressed.</p> <p>LES: Monthly attendance meetings in prior years included the school team meeting with the DPP. The school team continues to monitor students who are not getting assigned work. Each Monday morning, a meeting is held with the social worker, school counselor, FRYSC, and principal to discuss diminishing barriers for students with attendance or behavioral issues. The admin team meets on a weekly basis to discuss curriculum.</p> <p>FSMS: The PBIS team meets to discuss discipline data and possible rewards for students. Attendance is discussed among admin and next steps for closing the attendance gap are created. Admin meet once a week to discuss any data that is relevant at the time.</p> <p>FSHS: Teachers and admin are staying in contact with students regularly during this virtual only time and admin are working with Mr. Kilburn on students who are not staying involved and/or have totally disappeared from their classes and work. We will work to design a way to check on attendance for virtual students and hybrid student when we return to in-person classes.</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: SBDM allocations will be budgeted to the schools and the SBDM councils will determine instructional configurations.  LES: SBDM allocations will be budgeted to the schools and the SBDM councils will determine instructional configurations.  FSMS: SBDM allocations will be budgeted to the schools and the SBDM councils will determine instructional configurations.  FSHS: Once the budget is finalized, the 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: SBDM allocations will be budgeted to the school and councils will determine instructional configurations.  SES: SBDM allocations will be budgeted to the schools and the SBDM councils will determine instructional configurations.  LES: SBDM allocations will be budgeted to the schools and the SBDM council will determine instructional configuration.  FSMS: SBDM allocations will be budgeted to the schools and the SBDM councils will determine instructional configurations.  FSHS: SBM allocations will be budgeted to the schools and the SBDM council will determine instructional configurations.</p>				
	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p><b>Strategy: Curriculum Resources</b></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, and technology resources in order to complete the instructional process. The list of resources will be shared with the schools.</p>	<p><b>Evidence:</b> CIA Meetings/Agendas School Site Visits</p> <p><b>Members Responsible:</b> District Leadership CIA's Principals Assistant Principals</p>		\$0



	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> FES completed a resource survey to determine what resources are needed for FES.  <b>SES:</b> We will conduct a resource review and share it with district leadership. The needs assessment is also shared with every staff member.  <b>LES:</b> A needs assessment has been sent out to the staff to determine if our instructional resources are producing the desired outcome for student achievement. In visiting the Warren County Schools, Cumberland Trace and Alvaton used the program Simple Solutions as a spiraling review. I contacted the company and they sent me free of charge to pilot the program in 4th grade math for the remainder of the school year. We are also using the Simple Solution Reading program in a pilot for 5th grade strategic readers and a 4th grade class with strategic and benchmark readers. We are also using the materials for RTI math and reading.  <b>FSMS:</b> FSMS has a shared document that allows teachers to communicate with Mr. Perdue the resources and materials that they need for their classrooms. As a school we have purchased a School Access Subscription to Teachers Pay Teachers which allows our teachers to access any resources they need from the site. We have also been able to purchase enough chromebooks in order for our school to be 1:1.  <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>October Progress Monitoring Notes:</b>  <b>FES:</b> Teachers have the majority of resources they want, and everything they need.  <b>SES:</b> The majority of our teachers report having ample resources to intervene, enrich, and instruct at this time.  <b>LES:</b> This year we are attempting to use the Simple Solution Reading, Math, and Science Program to enhance achievement. Our teachers are very fortunate in having all the instructional resources that they need and want.  <b>FSMS:</b> Teachers are encouraged to reach out to Mr. Perdue with any instructional resource needed that they might have. We work with each teacher to insure that they have all the instructional resources that they need in order to be successful in the classroom. We have a school subscription to Teachers Pay Teachers that allows our teachers to download resources that they need. We also have PPMs to discuss any needs that our teachers might need.  <b>FSHS:</b> Each department has submitted needs to the bookkeeper for the year and any money left over will be utilized as needed for student materials and resources.</p>				
	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p><b>Strategy: GAP Equity</b></p>	<p>Activity: <b>Core Curriculum</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b> Student Schedules</p> <p><b><u>Members Responsible:</u></b> District Leadership Principals Assistant Principals CIA's Resource Staff</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> All students at FES receive core reading and math instruction daily.  <b>SES:</b> All students receive core reading and math daily that is on grade level and exposes all students to core standards. In addition, we have remediation and extension built into our schedule.  <b>LES:</b> All students at LES receive core reading and math instruction daily.  <b>FSMS:</b> All FSMS students attend 4 core classes daily (Math, Reading and Writing, Science, and Social Studies)  <b>FSHS:</b> All students have access to core instruction with a focus on mastery in standards for each core class.</p> <p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> During virtual, students received reading and math instruction.</p>				

	<p>SES: During virtual, students receive core reading, math, science, and social studies essential standards assignments and instruction. When hybrid is established, students will receive additional help in areas most needed.</p> <p>LES: All students at LES receive core Reading, Math, Social Studies, Writing, and Science daily.</p> <p>FSMS: All FSMS students attend 4 core classes daily (Math, Reading and Writing, Science, and Social Studies)</p> <p>FSHS: All students, regardless if they are virtual or in-person, have access to core instruction with a focus on mastery in standards for each core class.</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></p> <p>FES: FES participated in families going to the Autism support group, Backpack Program, CECC events, Family Resource. We will also host the Little Cats Jumpstart Academy virtually.</p> <p>SES: Autism support group, backpack program, working with Family Resource for community programs. Continue to host Camp Little Cats and the summit for summer outreach.</p> <p>LES: The admin team that is designed to reduce student barriers provides many of the opportunities listed above. Mrs. Whitney went to the Boys and Girls Club to help teach the peer tutors how to instruct students in fractions. We use any program that is offered by the school/community such as the Backpack program, EL services, Lions Club Screenings, Boys and Girls Club along with student programming such as social skills groups, academic breakfast clubs, after school programming, technology programming, GT services, running club, and Beta.</p> <p>FSMS: EL students receive services as decided on their plans, through collaboration and pull out. These students also receive testing accommodations as decided on their plan. These students also have access to mentoring, after school tutoring, and other services.</p> <p>FSHS: All EL 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>  FES: FES participated in families going to the Autism support group, Backpack Program, CECC events, Family Resource. We will also host the Little Cats Jumpstart Academy virtually.</p> <p>SES: We continue to reduce barriers through backpack programs, FRYSC services, EL services, intervention systems, and Lions Club.</p> <p>LES: The admin team works diligently to reduce student barriers and provides many of the opportunities listed above. We use any program that is offered by the school community such as the Backpack program, EL services, Lion’s Club screenings, Boys and Girls Club along with student programming such as providing accommodations, social skills training, and after school programming, technology programming, GT services, and virtual meets (academic and social).</p> <p>FSMS: EL students receive services as decided on their plans, through collaboration and pull out. These students also receive testing accommodations as decided on their plan. These students also have access to mentoring, after school tutoring, and other services.</p> <p>FSHS: All ELL identified students have been receiving support during virtual learning by being brought in to work with our ELL teachers and aids. They receive accommodations and support from their regular education teacher. All students have equal opportunities with FRYSC, school nurse, ELL service, backpack program, etc.</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>Evidence:</b> Tracking Sheets</p> <p><b>Members Responsible:</b> District Leadership Principals Assistant Principals Teachers Intervention Staff</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  FES: All intervention students are monitored every 3 weeks through our progress monitoring spreadsheets.</p> <p>SES: Teachers keep track of student progress and discussed during our intervention meetings.</p> <p>LES: This is done by teachers and intervention staff and monitored through progress monitoring meetings.</p> <p>FSMS: This is done by teachers and intervention staff and monitored through progress monitoring meetings. Mr. Perdue also has a school wide data sheet that keeps track of all students data.</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 opportunities for credit recovery after school if needed. Teachers also keep their own tracking sheets to manage student mastery and progress towards proficiency.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Students are moved on regular basis based on their progress monitoring data.</p> <p>SES: Teachers and interventionists keep track of student progress and discussed during our intervention meetings.</p> <p>LES: This is done by teachers and intervention staff and monitored through progress monitoring meetings.</p> <p>FSMS: This is done by teachers and intervention staff and monitored through progress monitoring meetings. Mr. Perdue also has a school wide data sheet that keeps track of all students' data.</p> <p>FSHS: SST is currently maintaining a spreadsheet of activity and teacher information from Google Forms to monitor students and check on their progress in each student's class. When we return, students will be monitored on behavior as well. All students will have access to after school tutoring one day a week, as well as, credit recovery if needed.</p>				
	KCWP 2: Design and Deliver Instruction	Activity: <b>Intervention Support</b>	<p><b>Evidence:</b> Student Schedules</p>		\$0

	<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>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, IRead, Dreambox, Imagine Learning, Rosetta Stone, and SuccessMaker.</p>	<p>Tier Progress Data (Student) Progress Monitoring Meetings</p> <p><b><u>Members Responsible:</u></b>  District Leadership  Principals  CIA's  Teachers  Intervention Staff</p>		
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> FES utilizes iRead, IXL Math, and Imagine Learning.  <b>SES:</b> SuccessMaker, AIMS web, Imagine learning, System44 and OG.  <b>LES:</b> Lincoln continues to use Read 180, AIMS Web, Imagine Learning, and Dreambox.  <b>FSMS:</b> FSMS uses IXL and Read 180 for math and reading intervention.  <b>FSHS:</b> Students in need of reading and/or math intervention are placed in Read 180 or Math Intervention. Teachers also utilize IXL and other web-based interventions within their classroom and academic time to give students individualized work for intervention.</p> <p><b>October Progress Monitoring Notes:</b>  <b>FES:</b> iRead, IXL, Imagine Learning, Pathblazer.  <b>SES:</b> SuccessMaker, AIMS web, Imagine learning, System44, Pathblazers, and OG.  <b>LES:</b> We are using Simple Solutions to enhance content spiraling.  <b>FSMS:</b> We are currently exploring a new intervention program called Freckle. This program would be used to service our students in Math and Reading Intervention classes.  <b>FSHS:</b> We are currently using Read180 and Catch-up math (along with small group teacher developed work) for our students in intervention classes. We are exploring other options for our reading classes to implement at a later date. Teachers are also utilizing IXL, NoRedInk, and other web-based interventions within their classrooms.</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>  <b>FES:</b> FES students begin to make the transition to the Boys &amp; Girls Club through the year as they turn 6 years old. We help with that transition if parents request information.  <b>SES:</b> Several students from SES attend the Boys and Girls club. We have offered support and communication as well.  <b>LES:</b> LES has over seventy students that attend Boys and Girls Club on a regular basis. Mr. Terry has been in contact with Ms. Whitney, CIA, to discuss services and needs for our students.  <b>FSMS:</b> Multiple Middle School Students attend Boys and Girls Club daily and benefit from the services that are provided.</p>				

	<p>FSHS: Students from FSHS collaborate with the Boys and Girls Club as support within their peer mentoring program. Mrs. Wood has been in contact with Mr. Terry and Ms. Lynn about content or programs they can utilize to better serve their High School students.</p> <p><b>October Progress Monitoring Notes:</b>  FES: WE have very few students at Boys and Girls Club because of their age.  SES: Several students from SES attend the Boys and Girls club. We have offered support and communication as well.  LES: LES always has over seventy students that attend Boys and Girls Club on a regular basis.  FSMS: Multiple Middle School Students attend Boys and Girls Club daily and benefit from the services that are provided.  FSHS: Currently, we do not have any students participating in the BGC tutoring program because of the pandemic; however, once they open back up and we have the go-ahead to introduce this program back in, HS students will be a support as peer mentors.</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 15% and below in Reading.</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>  FES: NA  SES: Students who are below grade level are working with interventionists in Reading and Math. Small groups meet before school and during flex times for math and reading.  LES: Students in the 15% or below in reading continue to receive acceleration services at least three times a week for 50 minutes per time.  FSMS: Students at FSMS are offered student support services during wildcat and flex time. Students have access to two counselors and one social worker daily.  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>October Progress Monitoring Notes:</b>  FES: NA  SES: N/A  LES: Students in the 15% or below in reading and or math will continue to receive acceleration services through extra support in the classroom by small group instruction.  FSMS: Students at FSMS are offered student support services during flex time. Students have access to two counselors and one social worker daily. Also outside counseling agencies assist with more in depth counseling needs.  FSHS: SST is working with students virtually and trying to stay in contact with students who are struggling and need extra support. Once we are back in school, they will meet with students to discuss grades, assignments, and behavior.</p>				
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p><b>Strategy: Communication</b></p>	<p>Activity: <b>Parent Opportunities</b></p>	<p><b>Evidence:</b>  Parent Letters  Parent Night Agendas</p>		\$0

		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.	<b><u>Members Responsible:</u></b> Specialized Instructional Programs Consultant Principals Assistant Principals CIA's Resource Teachers		
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> Tier Letters are given to parents on PT Conference nights.  <b>SES:</b> Tier letters were sent along with STAR data and instructional planning reports providing insight on how to help students. Stakeholders were given NGR information and plans for improvement if needed by teachers at PT conference.  <b>LES:</b> A parent night was held in November to discuss K-Prep results along with workshops discussing Renaissance activities, PBIS, and reading/math initiatives. We just had approximately 285 attend parent nights. Tier letters and next grade ready information was given at parent-teacher conferences on February 13-14, 2020. Parents of RTI students who are placed in progress monitoring are sent a letter to explain the student's participation.  <b>FSMS:</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. We also had a FSMS parent night in the fall.  <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><b>October Progress Monitoring Notes:</b>  <b>FES:</b> When in person classes resume, we will begin Benchmark assessments and inform parents of student progress.  <b>SES:</b> When hybrid is established, we will work to assess authentically where our students are in STAR and then make provisions for progress monitoring and informing parents/stakeholders of intervention plans.  <b>LES:</b> Letters are usually given at Parent Teacher Conferences that signify the level of the student if put in for progress monitoring. Once students take the STAR assessment, then reports will be sent home with the first report card at the end of October.  <b>FSMS:</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. We also had a FSMS parent night in the fall.  <b>FSHS:</b> Parents are contacted regularly through Google Classroom, Schoology, emails, and phone calls. Newsletters and emails are sent regularly to keep parents connected, as well as through several social media platforms.</p>				
	KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support  <b>Strategy: CCR GAP Interventions</b>	<b>Activity: Persistence to Graduation</b>  The leadership team will keep a running spreadsheet of GAP students 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 the overall effectiveness of the interventions and mark adjustments as needed.	<b><u>Evidence:</u></b> GAP spreadsheet Student data  <b><u>Members Responsible:</u></b> Specialized Instructional Programs Consultant HS Principal HS Assistant Principals HS Counselors Special Education Teacher		\$0
	<b>March Progress Monitoring Notes:</b> <b>FES: NA</b>				

	<p>SES: N/A LES: N/A FSMS: N/A FSHS: Counselors maintain a CCR spreadsheet to track student progress towards graduation.</p> <p><b>October Progress Monitoring Notes:</b> FES: NA SES: N/A LES: N/A FSMS: N/A FSHS: Counselors maintain a CCR spreadsheet to track student progress towards graduation.</p>	
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Graduation rate

Goal 3: Increase the freshman graduation rate (4 Year Cohort) index score for students from 96.6 to 97 by 2030 and increase the graduation rate (5 year cohort) index score from 95.3 to 95.7 by 2030.					
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 4 year graduation rate from 96 to 96.5 by 2020.  Objective 2: To increase the 5 year graduation rate from 95.3 to 95.3 by 2020.	KCWP 5: Design, Align and Deliver Support  <b>Strategy: Persistence to Graduation</b>	Activity: <b>Academic Support</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, intervention or ACT Prep.  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>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>March Progress Monitoring Notes:</b> FES: NA SES: N/A				

<p>LES: NA 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>October Progress Monitoring Notes:</b> FES: NA SES: N/A LES: N/A FSMS: N/A FSHS: Currently, we have a homework help hotline for students to call if they need assistance while we are in virtual only. Once we return to in-person classes we will have after school tutoring for students who need extra assistance. Credit recovery is available through Mrs. Alley and summer school may be an option in Summer of 2021.</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 support.</p> <p>FS Counselors keep a master 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>October 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>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><b>Evidence:</b> Counseling Sessions Introduction to Career Pathways Visits to School SCK Launch Event Participation Freshman Orientation</p>		\$0

		<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. 2020.</p> <p>FSMS students will also participate in Freshman Orientation in the summer of 2020.</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>		
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> NA  <b>SES:</b> N/A  <b>LES:</b> NA  <b>FSMS:</b> N/A  FSHS: Teachers and students within FSHS help coordinate 8th grade tours through the building, as well as through our CTE department to explore the different career pathways offered and clubs available.</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  FSHS: We were unable to host 8th grade tours this year, nor our Freshmen orientation for the incoming 9th graders due to the pandemic. We did create videos for students to get a “virtual tour” and meet some of the adults in the building. Plans are in place to do something in the spring of 2021 for the current 8th graders.</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 conflicts 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><u>Evidence:</u></b>  Student Schedules  Students will have an opportunity to earn class credit in order to graduate.</p> <p><b><u>Members Responsible:</u></b>  District Leadership Team  HS and WC Principals  HS Assistant Principals  CTE Coordinator  HS Guidance Counselors/SSW</p>		\$0
	<p><b>March Progress Monitoring Notes:</b>  <b>FES:</b> NA</p>				

	<p>SES: N/A LES: N/A 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>October Progress Monitoring Notes:</b> FES: NA SES: N/A LES: N/A FSMS: N/A</p> <p>FSHS: Credit Recovery is available for students needing this service. There are opportunities for this during school, as well as after school. There is a VNA program through West Campus as an option for students who need an alternate setting.</p>				
	<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</p> <p>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>October Progress Monitoring Notes:</b> FES: NA SES: N/A LES: N/A FSMS: N/A</p> <p>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. 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</p>		\$0

			HS Assistant Principals		
	<p><b>March 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. Administration meets for a “checks and balances” on following the matrix and this information is discussed in site visits as well.</p> <p><b>October Progress Monitoring Notes:</b> FES: NA SES: N/A LES: N/A FSMS: N/A FSHS: Currently, the PBIS team has not met based on the lack of need during virtual learning, however, there are plans for once we are back in-person to pull the team back together and develop a plan moving forward.</p>				

Growth

Goal: Reduce the percentage of students scoring novice on the KPREP Assessments in Reading and/or Math by 10% by 2030.						
Increase the percentage of students scoring distinguished on the KPREP Assessments in Reading and/or Math by 7% by 2030.						
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 2020.	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.  Progress Monitoring meetings are occurring at FES, SES, LES and FSMS. Students have all three locations participate in flex groups for reading and math.		<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		\$0

				Resource Teachers Teachers		
		<p><b>March Progress Monitoring Notes:</b> FES: Students’ instructional needs are met through cluster groups in reading and math. RTI services are provided for students in tier 2 or tier 3. Progress is assessed every 3 weeks. SES: Flex groups for math and reading. RTI for students for behavior and academics. LES: We continue to do flex groups for reading and math. We also provide RTI services and acceleration services for students who need further help to reach proficiency. FSMS: Students who score in the 25th percentile or below are placed in a math or reading intervention class. Tier 2 intervention is provided during flex period. FSHS: Student Support Team works with students on a weekly basis; academic and behavioral benchmarks are discussed in these meetings.</p> <p><b>October Progress Monitoring Notes:</b> FES: When in person classes resume students instructional needs will be met through reading a math groups SES: When a hybrid schedule is in place. We will work toward authentically assessing to determine intervention plans. Flex groups for math and reading. RTI for students for behavior and academics. LES: We continue to do flex groups for reading and math. We also provide RTI services and acceleration services for students who need further help to reach proficiency. FSMS: Students who score in the 25th percentile or below are provided intervention services through their flex class. Enrichment opportunities are provided for students who have shown mastery of content given. FSHS: SST is working, virtually, with students on their academics; behavior will be added in once we return to in person classes.</p>				
		<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliever Support</p> <p>KCWP 6: Establishing a Learning Culture and Environment</p>	<p>Activity: <b>Resources and Programming</b></p> <p>All schools will implement research-based resources and programs for interventions for students not meeting math and reading benchmarks. Intervention programs may include iRead, Orton Gillingham, Systems 44, Read 180, Reading Assistant, Edgenuity, Dreambox, Achieve 3000, Successmaker, IXL, Case Assessments, STAR, Diebels, Aimsweb, and Catch Up Math will be used to differentiate instruction for individual schools.</p>	<p><b>Evidence:</b> Student Intervention Plan Student Progress Monitoring Data Student Schedules</p> <p><b>Members Responsible:</b> Specialized Instructional Programs Consultant Principals Assistant Principals CIA’s Intervention Staff Resource Teachers Teachers</p>		\$122,604.00
		<p><b>March Progress Monitoring Notes:</b> FES: Orton Gillingham strategies, iRead, IXL Math, STAR, DIBELS, and AIMS Web are utilized for instruction and progress monitoring. SES: Interventions include flex classes for students. We also utilize OG strategies, SuccessMaker, AR and Aimsweb. LES: LES continues to use Dreambox, Accelerated Reader, STAR assessments, Aimsweb, and CASE Assessments to check for academic growth. We also use system 180 for our acceleration program.</p>				



		<p>FSMS: Students use IXL, STAR, Read 180, CASE Assessments, and Moby Max to help provide intervention services. Data is constantly analyzed to help determine student needs and next steps.</p> <p>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 purposes.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: Continue to use OG, STAR, DIBELS, and Aimsweb for instruction and progress monitoring. .</p> <p>SES: Continue to use OG, successmaker, and Aimsweb as well as formative and summative data to inform decisions on resources and programming.</p> <p>LES: LES continues to use STAR assessments, unit tests, formative assessments, to check for academic growth. We will also use Simple Solutions.</p> <p>FSMS: Students use IXL, STAR,, CASE Assessments, and Moby Max to help provide intervention services. Data is constantly analyzed to help determine students needs and next steps. We are currently looking to purchasing Freckle as a school wide intervention program.</p> <p>FSHS: We have continued with Read 180 and Catch-up math for our intervention classes. Within the classroom, teachers are using web-based programs such as IXl and NoRedInk for standards enhancement and interventions.</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 Deliever 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>Evidence:</b></p> <p>Student STAR Reports Planning Period Meetings Guided Planning Meetings</p> <p><b>Members Responsible:</b></p> <p>Specialized Instructional Programs Consultant Principals Assistant Principals CIA’s Teachers</p>		\$0
		<p><b>March Progress Monitoring Notes:</b></p> <p>FES: Progress monitoring meetings continue to monitor students who are struggling and may need further interventions to reach benchmarks. We will continue to analyze data of formative/summative assessments to guide instruction.</p> <p>SES: Data analysis occurs each week during PLC protocol each week. PLCs have worked to analyze data, assessments and next steps for further instruction. Teachers are able to meet weekly, presenting PLC protocol that focuses on planning, engaging strategies, analysis questions and next steps to further students in their academics.</p> <p>LES: Progress monitoring meetings continue to monitor students who are struggling and may need further interventions to reach benchmark. We will continue to analyze data of formative/summative assessments to guide instruction.</p> <p>FSMS: Students use IXL, STAR, Read 180, CASE Assessments, and Moby Max to help provide intervention services. Data is constantly analyzed to help determine students needs and next steps.</p> <p>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>October Progress Monitoring Notes:</b></p>				

		<p>FES: Progress monitoring meetings continue to monitor students who are struggling and may need further interventions to reach benchmarks. We will continue to analyze data of formative/summative assessments to guide instruction.</p> <p>SES: Data analysis occurs each week during PLC protocol each week. PLCs have worked to analyze data, assessments and next steps for further instruction. Teachers are able to meet weekly, presenting PLC protocol that focuses on planning, engaging strategies, analysis questions and next steps to further students in their academics.</p> <p>LES: Progress monitoring meetings continue to monitor students who are struggling and may need further interventions to reach a benchmark target. We will continue to analyze data of formative/summative assessments to guide instruction.</p> <p>FSMS: Students use IXL, STAR,, CASE Assessments, and Moby Max to help provide intervention services. Data is constantly analyzed to help determine students needs and next steps. We are currently looking to purchasing Freckle as a school wide intervention program.</p> <p>FSHS: Teachers analyze their data and instructional activities with their PLC partner on a regular basis due to our virtual schedule. ONce we return, they will have Friday's to work together and some common planning periods. Fall STAR will not be given until the first of November but that data will be analyzed as well.</p>				
		<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliever 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. The DPP also has weekly attendance checks with the truancy team.</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 is monitored daily and met on monthly. Teachers and administration contact parents when attendance becomes an issues.</p> <p>SES: Attendance is monitored daily, and comparative data weekly, as well as DPP reports analyzed. Teachers, staff, and support staff follow a protocol for contacting parents when attendance becomes an issue.</p> <p>LES: Attendance continues to be monitored weekly by admin staff by weekly phone calls and attendance letters.</p> <p>FSMS: Attendance and discipline continues to be monitored and analyzed through team meetings, admin meetings, and district wide meetings.</p> <p>FSHS: DPP sends attendance and behavior data to the admin team monthly for analysis. FSHS communicates updated data during site visits.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: Attendance is monitored daily and met on monthly. Teachers and administration contact parents when attendance becomes an issues.</p> <p>SES: Attendance is monitored daily, and comparative data weekly, as well as DPP reports analyzed. Teachers, staff, and support staff follow a protocol for contacting parents when attendance becomes an issue.</p> <p>LES: Attendance/participation continues to be monitored weekly by admin staff by weekly phone calls and attendance letters.</p> <p>FSMS: Attendance and discipline continues to be monitored and analyzed through team meetings, admin meetings, and district wide meetings.</p>				

		<p>FSHS: Attendance and discipline have been monitored through a Google Form teachers submit concerns for student attendance and participation. Those students and parents are contacted and anyone needing further support, their names are submitted to Mr. Kilburn. This was discussed in our recent site visit.</p>				
<p>Objective 2: Increase the percentage of all students scoring distinguished on the KPREP Assessments in Reading from 18.7% to 20% for elementary school students, from 24% to 25.3% for middle school students, from 14.7% to 16% for high school students.</p> <p>Objective 3: Increase the percentage of all students scoring distinguished on the KPREP Assessments in Math from 14.8% to 16.1% for elementary school students, from 16% to 17.3% for middle school students, from 6.9% to 8.2% for high school students.</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>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, AP/Dual Credit, Summit Academy, 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>  FES: n/a  SES: 3rd graders are screened for the PTP. Super Simpson is lead for all PTP students in a number of venues lead by teachers, administrators and district leaders.  LES: 50 students from LES participate in EDGE Academy weekly. Other high-performing students in the areas of creativity, art, math and reading have taken trips to EDGE throughout the year to participate in extension activities. Advanced students are invited to attend Super Saturday classes at WKU and participate in Beat and on the Academic Team. Mrs. Wade provides support in the high flex groups on Fridays to service those students.  FSMS: 180 students at FSMS are placed in the Summit in order to receive GT services. We also offer advanced classes in Math and Reading classes in each grade. Advanced Social Studies meets during wildcat for our 8th grade students.  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>October Progress Monitoring Notes:</b>  FES: NA  SES: Mrs. Wade will support the flex groups in reading and math when hybrid is established. Super Simpson and weekly music/art enrichment will take place as well.</p>				

		<p>LES: 50 students from LES usually participate in EDGE Academy weekly. The 5th grade students have been identified but the 4th grade students will need further testing for identification. Other high performing students in the areas of creativity, art, math, and reading usually will take trip to EDGE throughout the year to participate in extension activities. Advanced students are invited to attend Super Saturday classes at WKU and participate in other activities such as Academic Team. Mrs. Wade provides support in the high flex groups.</p> <p>FSMS: 165 students at FSMS are placed in the Summit in order to receive GT services. We also offer advanced classes in Math and Reading classes in each grade. We are in the process of adding advance science and social studies classes as well.</p> <p>FSHS: Currently, the EDGE academy is not available because of our virtual learning; however, teachers will have access to the facility, if needed, once we return. GT students have been given virtual options for enhancing their learning and meeting their GT needs. They are also participating in Honors/AP/Dual Credit classes.</p>	
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Transition readiness

Goal: Increase the percentage of students who are transition ready at Franklin Simpson High School from 86.4 to 92 by 2030.					
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 the necessary funding to execute the activity or activities.	
Objective	KCWP Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the number of students that are transition ready at Franklin Simpson High School from 86.4 to 88% who earn either College Ready and/or Career Ready certification by 2020.	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.	<b>Evidence:</b> ILTM Agendas Fac. Meeting Agendas LCD Agendas  <b>Members Responsible:</b> Community Stakeholders Teachers Principals Central Office Staff Students		
	KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment	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,	<b>Evidence:</b> Operation Preparation Schedule  <b>Members Responsible:</b> District Leadership CIA’s		\$0

	<b>Strategy: Career Preparation</b>	attendance). ILP's will be used facilitate student goal setting for college and career readiness.	Principals Assistant Principals Teachers		
	<p><b>March Progress Monitoring Notes:</b>  FES: Parents are given Kindergarten Readiness information prior to their child starting Kindergarten. Additionally, we track NGR and discuss with parents at PTC.  SES: NGR is discussed with families during both parent teacher conferences. Students are well aware of the requirements and celebrated once they achieve the expectations.  LES: Next grade readiness information was recently given at Parent Teacher Conferences.  FSMS: Next grade readiness information is communicated to parents and ILPs are developed through computer science classes and classroom guidance.  FSHS: Counselors meet with incoming 8th grade students to discuss EPAS assessment results and options for career pathways. ILP's are completed yearly and used for goal setting towards college and/or careers.</p> <p><b>October Progress Monitoring Notes:</b>  FES: NGR will be communicated with parents throughout the school year.  SES: Once hybrid is in place and students have been authentically assessed, we will begin discussing NGR and ways to communicate that effectively to necessary stakeholders.  LES: Next grade ready will be emphasized as well as virtual learning completion.  FSMS: Next grade readiness information is communicated to parents and ILPs will be completed through classrooms guidance or flex class.  FSHS: Counselors developed a plan for students to "see" the pathways they have available to them and to submit their choices in electives and the pathway they wish to pursue digitally. Students will completely their ILP's for this year through Xello once we return to in-person classes.</p>				
	KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment	<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</p> <p><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: 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> <p><b>October Progress Monitoring Notes:</b>  FES: NA  SES: N/A  LES: N/A</p>				

	<p>FSMS: N/A</p> <p>FSHS: Counselors and CTE coordinator collaborate to ensure students are on track to graduate. While students no longer have to have a career pathway to graduate, we will continue to encourage students to complete a pathway if that is an intended path for their future career or educational goals.</p>				
	KCWP 2: Design and Deliver Instruction	<p>Activity: <b>Industry Certificate Assessments</b></p> <p>District Leadership Staff will work with CTE administrators and teachers to ensure students are adequately prepared prior to the Industry Certificate Assessment.</p>	<p><b><u>Evidence:</u></b></p> <p>Certificate Attainment</p> <p><b><u>Members Responsible:</u></b></p> <p>District Leadership CIA's HS Principals HS Assistant Principals CT Coordinator CTE Teachers</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 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></p> <p>FES: NA</p> <p>SES: N/A</p> <p>LES: N/A</p> <p>FSMS: N/A</p> <p>FSHS: Teachers are working within their classrooms to make sure students are prepared for any exams for their pathway. Students will not have AT as open this year as normal, due to the pandemic schedule, but admin will work with teachers and students to make sure they have access to the materials, resources, and support as needed.</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.</p>	<p><b><u>Evidence:</u></b></p> <p>Parent Communication SCK Agenda/Emails</p> <p><b><u>Members Responsible:</u></b></p> <p>District Leadership CIA's Principals Assistant Principals Teachers MS Counselor</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: 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>October Progress Monitoring Notes:</b>  <b>FES:</b>  <b>SES:</b> N/A  <b>LES:</b> N/A  <b>FSMS:</b> N/A          FSHS: Communication goes out regularly to students and parents through Remind, as well as, through Google mEets to make sure each class knows what path they want to take and to answer any questions they have about applying to colleges, signing up for classes each trimester, and even filling out the FAFSA.</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 on 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>  <b>FES:</b> NA  <b>SES:</b> N/A  <b>LES:</b> N/A  <b>FSMS:</b> N/A          FSHS: The HS offers a variety of career pathways for students and engages in analysis of programs to determine achievements and needs for students in future years.</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          FSHS: The HS continues to offer a variety of career pathways for students and engages 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</p>	<p><b>Evidence:</b> CCR Spreadsheet Catch Up Math Read 180 Data Systems 44 Data</p> <p><b>Members Responsible:</b> Instructional Supervisor</p>		\$0

		will determine the overall impact and effectiveness of the interventions and courses and make adjustments as needed. College and Career Coach will work with students to ensure they are on track to earn CCR status.	HS Counselors HS and MS Principals HS and MS Assistant Principals HS and MS CIA's CTE Coordinator Teachers		
	<p><b>March Progress Monitoring Notes:</b>  FES: NA  SES: N/A  LES: NA  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>October 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>				
	KCWP 2: Design and Deliver Instruction  KCWP 5: Design, Align and Deliver Support	<p><b>Activity: 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: NA  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>October Progress Monitoring Notes:</b>  FES: NA  SES: N/A</p>				

	<p>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.</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>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</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><u>Evidence:</u></b>  Weekly Overviews  Curriculum Maps  CCR Spreadsheet</p> <p><b><u>Members Responsible:</u></b>  District Leadership  CTE Coordinator  CIA's  HS Principals  HS Assistant Principals  Teachers  MS Counselor  Teachers</p>		\$1250.00
	<p><b>March Progress Monitoring Notes:</b>  FES: NA  SES: N/A  LES: N/A  FSMS: N/A  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. All students use MasteryPrep, and this year the Juniors had access to their online practice platform. MasteryPrep came in with a boot camp again this year for Juniors who elected to participate.</p> <p><b>October Progress Monitoring Notes:</b>  FES: NA  SES: N/A  LES: N/A  FSMS: N/A  FSHS: All students in grades 9 through 11 are given a practice ACT exam in the fall and again in the spring (Juniors are optional before the real deal) and that information is used to guide testing strategies, content that needs to be discussed in classes, etc. Teachers utilize multiple test question types to expose students to different test questions and ways to tackle each.</p>				
	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p><b>Strategy:</b>  <b>Curriculum/Instruction</b></p>	<p>Activity: <b>Curricular Clarity</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b>  Vertical Curriculum Maps  Learning Community Day  Agendas</p> <p><b><u>Members Responsible:</u></b>  District Leadership  Principals  CIA's</p>		\$0

		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: Curriculum maps and pacing guides are in place. Some revisions have been made based on the new KAS Standards.  SES: Curriculum maps, pacing guides and the rollout of new standards led by our CIA. Teachers continually update pacing guides to reflect the needs of students. A district cohort has begun to use Clarity for Learning as a guiding principle for improving understanding and delivery of the KAS standards.  LES: Curriculum maps and pacing guides are in place and are being revised continually. Teachers have begun to revise reading and math learning targets to match the intent and rigor of the new KAS standards.  FSMS: Curriculum maps and pacing guides are in place and are being revised continually. Teachers have begun to revise reading and math learning targets to match the intent and rigor of the new KAS standards.  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. A group of teachers are also participating in a Clarity for Learning book study and this will begin to trickle down into our classrooms as they will be our teacher leaders.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Curriculum maps and pacing guides are in place. Some revisions have been made based on the new KAS Standards.  SES: Curriculum maps and pacing guides are in place and reviewed prior to each school year as well as addressed and revised periodically throughout the school year.  LES: Curriculum maps and pacing guides are in place and are being revised continually. Teacher have begun to revise reading and math learning target to match the intent and rigor of the new KAS standards.  FSMS: Curriculum maps and pacing guides are in place and are being revised continually. Teachers have revised learning targets in math, reading and writing, and social studies to match the new Kentucky Academic Standards.  FSHS: Teachers continue to 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 maps and pacing guides; it will remain a working document.</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. Summative, 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 utilize a balanced assessment system.  SES: We will continue to try to improve our assessment system and focus on formative assessment.  LES: The balanced assessment will include summative, common, and formative assessments in all tested areas.  FSMS: The balanced assessment will include summative, common, and formative assessments in all tested areas.  FSHS: Teachers currently use and analyze common formative and summative assessments within PLCs; with the curriculum maps, teachers have those designed and are constantly tweaking common assessments, learning targets, assignments, etc. based on the students, and standards.</p> <p><b>October Progress Monitoring Notes:</b></p>				

	<p>FES: Teachers utilize a balanced assessment system.</p> <p>SES: We continue to work toward a balanced assessment of common summative, formative, and district wide resources.</p> <p>LES: The balanced assessment will include summative, common, and formative assessments in all tested areas.</p> <p>FSMS: The balanced assessment will include summative, common, and formative assessments in all tested areas.</p> <p>FSHS: Teachers currently use and analyze common formative and summative assessments within PLCs; with the curriculum maps, teachers have those designed and are constantly tweaking common assessments, learning targets, assignments, etc. based on the students, and standards.</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: LCD and progress monitoring meetings are used to analyze and adjust instructional strategies for student achievement. Schoolwide data is presented during site visits.</p> <p>SES: PLCs have worked to analyze data, assessments and next steps for further instruction. Teachers are able to meet weekly, presenting PLC protocol that focuses on planning, engaging strategies, analysis questions and next steps to further students in their academics. LCD are planned based on the needs of the teachers and support staff.</p> <p>LES: Learning Community Day, PLC meetings, and content planning times are used to collaborate and monitor curriculum. It is also time to analyze data and improve instruction.</p> <p>FSMS: 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>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>October Progress Monitoring Notes:</b></p> <p>FES: LCD and progress monitoring meetings are used to analyze and adjust instructional strategies for student achievement. Schoolwide data is presented during site visits.</p> <p>SES: PLC meetings will continue to monitor student progress.</p> <p>LES: Learning Community Day, PLC meetings, and content planning times are used to collaborate and monitor curriculum. It is also time to analyze data and improve instruction.</p> <p>FSMS: 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>FSHS: PLC's and LCD's are utilized to analyze data and instructional strategies for student achievement. Administration discusses data regularly in meetings and during site visits.</p>				
	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Activity: <b>Teaching and Learning Team</b></p> <p>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.</p> <p>School administrators will disseminate updated/revised curriculum to teachers to gather feedback/input to ensure that teachers implement the</p>	<p><b>Evidence:</b> Monthly ILTM Meeting /Agendas/Notes Monthly CIA Meeting Agenda/Notes LCD Day Agendas PLC Protocols/Notes Planning Period Meetings Agendas</p>		\$0

		curriculum with best practices for instruction and assessment and monitor implementation throughout the year.	<b><u>Members Responsible:</u></b> District Leadership, Principals, CIA's		
	<p><b>March Progress Monitoring Notes:</b>  FES: ITLM meetings are attended by the principal and the CIA. Mrs. Bean also attends CIA meetings each month.  SES: ILTM meeting are attended by principal, CIA. Mrs. Vaughn attends the CIA meetings.  LES: ILTM meetings are attended by the principal and CIA. The teaching and learning team works with the principal, school leaders, and teachers.  FSMS: ILTM meetings take place once a month and are attended by the principal and the CIA. The CIA has monthly meetings with the teaching and learning team.  FSHS: Mrs. Wood meets with the other CIAs in the district to discuss curriculum issues, assessment needs and instructional strategies.</p> <p><b>October Progress Monitoring Notes:</b>  FES: ITLM meetings are attended by the principal and the CIA. Mrs. Bean also attends CIA meetings each month.  SES: ILTM meetings are attended by the principal and CIA. The teaching and learning teams work with other admin and school leaders.  LES: ILTM meetings are attended by the principal and CIA. The teaching and learning team works with the principal, school leaders, and teachers.  FSMS: ILTM meetings take place once a month and are attended by the principal and the CIA. The CIA has monthly meetings with the teaching and learning team.  FSHS: The CIA's in the district meet together regularly to discuss curriculum, assessment needs, and instructional strategies. ILTM is utilized to make sure all building principles and others in the Central Office are aware of goals, plans, and the direction of the schools in the district.</p>				
	KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support	Activity: <b>Instructional Walkthroughs</b>  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.  District and staff members will conduct a more focused walkthrough for schools requesting data on a specific need to give more intentional feedback and next steps.  If a school is identified as a CSI or TSI school, more focused walkthroughs will be implemented. Data from these walkthroughs are discussed with school leadership teams and shared with teachers.	<b><u>Evidence:</u></b> Walkthrough Google Forms/Walkthrough documents Site Visit Agendas Materials shared with teachers (Powerpoints, notes) Administrative Calendars  <b><u>Members Responsible:</u></b> District Administrators CIA's Principals Assistant Principals Teacher Leaders		\$0
	<p><b>March Progress Monitoring Notes:</b>  FES: A walkthrough schedule has been created to cover all staff.  SES: Walkthroughs reflect the use of the ELEOT instrument and administration tries to regularly perform these each week.  LES: Walkthrough schedule has been established to cover the entire staff.  FSMS: Walkthroughs take place weekly. We have now switched to using the ELEOT walkthrough instrument adopted district wide. We also have a blitz twice a year.  FSHS: Admin team tries to perform regular walkthroughs with the goal of 5 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>October Progress Monitoring Notes:</b>  FES: Once in person classes resume a walkthrough schedule will be created.</p>				

	<p>SES: Once hybrid is in place, a walkthrough schedule will be established.</p> <p>LES: Walkthrough schedule has been established to cover the entire staff.</p> <p>FSMS: Walkthrough schedule will be created to cover the entire staff when students return to school in person.</p> <p>FSHS: The Admin team have been working closely with teachers to contact students and make sure they are connecting with the virtual classrooms. Within this, we have had a lot of discussion and inside looks into the teachers virtual classes. Once we return to in-person classes, we will begin more walkthroughs and conduct a district blitz to get a snapshot of how things are going in our building.</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>Guided Planning Team PLC's</p> <p><b><u>Members Responsible:</u></b></p> <p>Specialized Program Consultant</p> <p>School Psychologists</p> <p>CIA's</p> <p>District Administrators</p> <p>Principals</p> <p>Assistant Principals</p> <p>Teachers</p>		\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>FES: Quarterly progress monitoring meetings are held. Mrs. Bean frequently communicates with teachers and interventionists about student data. and next steps.</p> <p>SES: We continue to focus on PLCs, progress monitoring meetings and use of DIAL for data analysis and development of next steps.</p> <p>LES: Progress monitoring meetings are held quarterly.</p> <p>FSMS: Teachers analyze data in PPMs and progress monitoring meetings are held to discuss data.</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>October Progress Monitoring Notes:</b></p> <p>FES: Teachers will be monitoring data using formative assessments towards progression of standards.</p> <p>SES: Once a hybrid schedule is in place and student classrooms have been finalized, we will authentically assess and schedule progress monitoring meetings based on those results.</p> <p>LES: Progress monitoring meetings are held quarterly.</p> <p>FSMS: Teachers analyze data in PPMs as well as PLCs and progress monitoring meetings are held to discuss data.</p> <p>FSHS: Teachers will meet with their PLC's on Fridays and we will continue to utilize LCD's to meet with others teachers in the district or continue PLC/Department time within our building.</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><b><u>Evidence:</u></b></p> <p>New Teacher Orientation Meeting Agendas</p> <p>Site Visit Discussions</p> <p>PLC Agendas/Notes</p> <p><b><u>Members Responsible:</u></b></p>		\$0



		<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>	District Leadership CIA's Human Resources Department		
	<p><b>March Progress Monitoring Notes:</b>  FES: Our new teachers have participated in the new teacher program and have been assigned a mentor.  SES: New teachers participate in the mentoring program as outlined by the district.  LES: Our new teachers that have participated in the new teacher program and have been assigned a mentor teacher to observe and help them.  FSMS: Our new teachers that have participated in the new teacher program and have been assigned a mentor teacher to observe and help them.  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. All new teachers go through the New Employee training through the district.</p> <p><b>October Progress Monitoring Notes:</b>  FES: Our new teachers have participated in the new teacher program.  SES: New teachers participate in the mentoring program as outlined by the district.  LES: Our new teachers that have participated in the new teacher program and have been assigned a mentor teacher to observe and help them.  FSMS: Our new teachers that have participated in the new teacher program and have been assigned a mentor teacher to observe and help them. Non Tenured teachers will receive video coaching with Mr. Perdue.  FSHS: Mrs. Wood has been supporting new teachers virtually and through check-ins, as well as, through Google Meets on Friday's with whole departments. Each teacher has a content partner to work with and have the option of a mentor teacher if they feel they need one. They also have gone through the New Employee training and will continue to be supported through that all year.</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, Total Participation and Kagan Strategies, 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: All Professional learning this year was dedicated to Orton Gillingham training.  SES: Beginning of the year OG training and our PLCs have worked to analyze data, assessments and next steps for further instruction. Teachers are able to meet weekly, presenting PLC protocol that focuses on planning, engaging strategies, analysis questions and next steps to further students in their academics.  LES: Professional learning is designed around teacher observations and district/school initiatives. Our teacher leaders are currently participating in a book study on Clarity in Learning to improve their instructional process.</p>				

	<p>FSMS: Professional learning was centered around assessments and instructional practices. Teachers also were able to do 6 hours of individualized PD.</p> <p>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>October Progress Monitoring Notes:</b></p> <p>FES: Teachers have learned about schoology, OG and pathblazers.</p> <p>SES: The most recent district level initiatives have been pathblazers, schoology, Orton Gillingham, and new teacher orientation.</p> <p>LES: Professional learning is designed around teacher observations and district/school initiatives. Our teacher leaders have currently participated in a book study on Clarity in Learning to improve their instructional process.</p> <p>FSMS: Professional learning is designed to meet teachers needs. It is centered around high impact instructional strategies and assessments. Teachers are responsible for 6 hours of individualized PD.</p> <p>FSHS: PD opportunities will be on an “as needed” basis as most teachers have fulfilled their 24 and many have planned virtual PD’s to enhance their classroom.</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 will be conducted to gauge effectiveness and to determine differentiated next steps.</p>	<p><b>Evidence:</b></p> <p>Learning Community 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: Learning Community Days this year were dedicated to completing Standards Roll Out Modules and Data Analysis.</p> <p>SES: LCD has focused on teacher and student needs. Mrs. Vaughn has led the new standards rollout. Mr. Tucker led a community tour for our faculty to help understand the cultural and socio-economic backgrounds of the students we serve.</p> <p>LES: The next Learning Community Day will consist of reading and math modules, ELL, and curriculum work in science, social studies, and writing.</p> <p>FSMS: FSMS teachers worked on standards roll out during Learning Community Days this year. They also were given time to revise assessments and work on instructional practices.</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. The next scheduled PLC, March 6th, will include lots of standards work, and collaboration with others in the building.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: Our next LCD will fobus on Pathblazers training.</p> <p>SES: Our LCD day will be spent analyzing student data and a Pathblazer training.</p> <p>LES: Our next Learning Community Day will consist of virtual learning, rigor centered around DOK levels, and writing.</p> <p>FSMS: Our next Learning Community Day will consist of vertical alignment, curriculum review, and PLC time.</p> <p>FSHS: The next LCD is on November 2nd and there are times cut out for teachers to attend meetings for web-based programs they are using, collaboration with others, and spending time in PLC’s to discuss curriculum maps, pacing guides, and assessments/data moving forward.</p>				
	KCWP 4: Review, Analyze and Apply Data	Activity: <b>Advanced Placement and Dual Credit</b>	<p><b>Evidence:</b></p> <p>Class Schedules Student AP Enrollment</p>		\$0

	<b>Strategy: Advanced Educational Opportunities</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.	Student Dual Credit Enrollment  <b><u>Members Responsible:</u></b> District Leadership CIA's HS Principal HS Assistant Principals AP/Dual Credit Teachers MS/HS Guidance Counselors		
	<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 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> <b>FES:</b> <b>SES:</b> N/A <b>LES:</b> N/A <b>FSMS:</b> 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.				
	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><u>Evidence:</u></b> Certified AP/Dual Credit Teachers  <b><u>Members Responsible:</u></b> District Leadership HS CIA HS Principal HS Assistant Principals AP/Dual Credit Teachers		\$0
	<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 FSHS: AP teachers attend AP training during the summer and any support training throughout the school year.  <b>October Progress Monitoring Notes:</b> <b>FES:</b> NA <b>SES:</b> N/A				

	LES: N/A FSMS: N/A FSHS: AP teachers had to attend some training virtually during the summer but many collaborated with others to develop a plan for this school year.			
	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><u>Evidence:</u></b> Counseling Appointments Parent Night Exploratorium  <b><u>Members Responsible:</u></b> Superintendent CAO District Leadership HS CIA HS Principal HS Assistant Principals HS Counselors	\$0
	<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 1 participant.  <b>October Progress Monitoring Notes:</b> FES: 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 1 participant.			
	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction	Activity: <b>MakerSpace/EDGE</b>  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.	<b><u>Evidence:</u></b> Teacher Overviews Student Camps Student Projects  <b><u>Members Responsible:</u></b> EDGE Teacher Chief Academic Officer Instructional Supervisor Principals Assistant Principals Teachers District GT Team	\$100,000.00
	<b>March Progress Monitoring Notes:</b> FES: NA			

	<p>SES: Each 3rd grade student is screened to determine eligibility for the Edge Academy. We have continued to expand our participation in the STEAM Showcase and STLP Program each year. We've also expanded our lego robotics team to meet higher demand.</p> <p>LES: 50 students attend Edge Academy weekly while many others have been included in one-time opportunities to visit.</p> <p>FSMS: We have a Maker Space Area in our Library</p> <p>FSHS: Our teachers have access to the Edge Academy anytime they need and can collaborate with Mrs. Sheffield to develop lessons for students at the Edge Academy. Many teachers have planned days even within our building.</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: NA</p> <p>SES: Each 3rd grade student is screened to determine eligibility for the Edge Academy. We have continued to expand our participation in the STEAM Showcase and STLP Program each year. We've also expanded our lego robotics team to meet higher demand.</p> <p>LES: N/A</p> <p>FSMS: We have a Maker Space Area in our Library. We also have students who are in our Summit program who are exposed to hands on learning through the curriculum they follow.</p> <p>FSHS: Currently, the EDGE academy is not available because of our virtual learning; however, teachers will have access to the facility, if needed, once we return.</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 a wellness team at each school. District administration will continue to work with each school to revise the district and school wellness policy.</p>	<p><b>Evidence:</b></p> <p>Wellness Policy Health Team Meetings</p> <p><b>Members Responsible:</b></p> <p>DPP Physical Education Teachers School Social Workers</p>		\$0
	<p><b>March Progress Monitoring Notes:</b></p> <p>FES: Family Resource is a part of our wellness initiative.</p> <p>SES: FRYSCs are a part of the district wellness team.</p> <p>LES: Lincoln Elementary has a health and wellness team and right now we are going through a weight loss competition.</p> <p>FSMS: Teachers are encouraged to participate in wellness challenges by our Family Resource Center.</p> <p>FSHS: Teachers are invited and encouraged to participate in district wellness challenges. Most staff are signed up for the new StayWell App..</p> <p><b>October Progress Monitoring Notes:</b></p> <p>FES: FES participates in wellness activities.</p> <p>SES: FRYSCs are a part of the district wellness team.</p> <p>LES: Lincoln Elementary has a health and wellness team and we continue to be the Championship School for the 5K sponsored by the Chamber of Commerce. We are always taking part in the weight loss competition and any wellness activities sponsored by the district.</p> <p>FSMS: Teachers are encouraged to participate in wellness challenges by our Family Resource Center.</p> <p>FSHS: Teachers are invited and encouraged to participate in school FRYSC wellness challenges.</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/Renaissance</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,</p>	<p><b>Evidence:</b></p> <p>Site Visit Agenda/Notes LIM visuals Student Jobs</p> <p><b>Members Responsible:</b></p> <p>District Leadership</p>		\$0

		attending a symposium and book studies. Administrations, teachers and parents will be encouraged to set individual goals that will enable them to build the knowledge, skills and experience for lifelong success.	Students Principals Assistant Principals Teachers		
	<p><b>March Progress Monitoring Notes:</b>  FES: FES LIM programming includes Monthly Leader of the Month and Monthly celebrations.  SES: Renaissance program continues to help motivate students and faculty by recognizing and celebrating each other. Our Renaissance team meets monthly and continues to support the principles of PBIS and Leader in Me. LIM lessons are taught throughout the school year. Student Leadership Assemblies take place each month to celebrate student growth and recognize leadership qualities.  LES: The Renaissance program consists of hype rallies, staffulty recognition, and student academic recognition.  FSMS: We have a Renaissance Team that is combined with our Student Council. We also have TWO Renaissance Committees to help drive the work. We are going to be sending ten teachers to the Renaissance Conference in California this Summer to help revamp our current program.  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: FES LIM programming includes Monthly Leader of the Month and Monthly celebrations.  SES: Renaissance program continues to help motivate students and faculty by recognizing and celebrating each other. Our Renaissance team meets monthly and continues to support the principles of PBIS and Leader in Me. LIM lessons are taught throughout the school year. Student Leadership Assemblies take place each month to celebrate student growth and recognize leadership qualities.  LES: The Renaissance program works closely with the PBIS program. It consists of hype rallies, staffulty recognition, and student academic recognition.  FSMS: We have a Renaissance Team that is combined with our Student Council. We also have TWO Renaissance Committees to help drive the work. We opened up the Virtual Renaissance conference to all teachers.  FSHS: Renaissance within FSHS is a school-wide focus and all students and staff are involved and benefit from the program. Many teachers attended the Renaissance conference this year because it was offered virtually.</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: We have PBIS meetings and we utilize the Tier training from last summer to implement PBIS strategies.  SES: We have PBIS monthly meetings, Tier1,2,3 trainings took place last summer and we continue to implement those strategies.  LES: We have PBIS monthly meetings and a behavior recognition and expectations that follows PBIS guidelines.  FSMS: We meet as a district multiple times throughout the school year to discuss school and district data. We have a PBIS Committee at FSMS that meets to look at our school level data and make decisions. We try to regularly recognize and reward students for good behavior and following schoolwide expectations.  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>				

	<b>October Progress Monitoring Notes:</b> FES: We have PBIS meetings and we utilize the Tier training from last summer to implement PBIS strategies. SES: We have a PBIS monthly meeting and a system in place to recognize behavior and expectations following the PBIS guidelines. LES: We have PBIS monthly meetings and behavior recognition and expectations that follow PBIS guidelines. FSMS: We meet as a district multiple times throughout the school year to discuss school and district data. We have a PBIS Committee at FSMS that meets to look at our school level data and make decisions. We try to regularly recognize and reward students for good behavior and following schoolwide expectations. FSHS: Currently, the PBIS team has not met based on the lack of need during virtual learning, however, there are plans for once we are back in-person to pull the team back together and develop a plan moving forward.			
KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment	Activity: <b>Discipline Matrix</b>  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.	<b>Evidence:</b> Behavior Matrix Student/Teacher Meetings Discipline Grades Office Referrals  <b>Members Responsible:</b> Principals Assistant Principals PASS Coaches PBIS Coach		\$0
<b>March Progress Monitoring Notes:</b> FES: Matrix is reviewed yearly and updated as needed. SES: Matrix is reviewed yearly and updated periodically to reflect new behaviors and consequences within our school. Continue to work as a district PBIS team to curb our behavioral issues and incentivize meeting expectations. LES: Discipline matrix is updated yearly. FSMS: We are likely going to create a separate discipline matrix for 6th grade, as well as revise our current matrix for 7th and 8th graders. We would like to find time to review our discipline events for the year to see how consistent we were to the current matrix. 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  <b>October Progress Monitoring Notes:</b> FES: Matrix is reviewed yearly and updated as needed. SES: Matrix is reviewed yearly and updated periodically to reflect new behaviors and consequences within our school. LES: Discipline matrix is updated yearly. FSMS: Our discipline matrix has been revised from 6th,7th, and 8th grade. We will continue to adjust our matrix as needed. FSHS: The Matrix was reviewed prior to the start of the school year and some modifications were made. As we move into this new type of school year with hybrid and virtual learning, any new behaviors will be addressed and potentially added. There is a form of “checks and balances” between the administration to make sure the matrix is being utilized consistently.				
KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment	Activity: <b>Transition Events</b>  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	<b>Evidence:</b> Student Visits School Calendars Spreadsheet  <b>Members Responsible:</b> DPP Guidance Counselors		\$0



		school. Social workers will work in multiple schools to provide support at critical transition points for students.	School Social Workers Teachers Principals Assistant Principals		
	<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>KCWP 4: Review, Analyze and Apply Data</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-5.</p>	<p><b><u>Evidence:</u></b> Book Study Otus Software Student Reports</p> <p><b><u>Members Responsible:</u></b> Principal CIA CAO</p>		\$5,000.00
	<p><b>March Progress Monitoring Notes:</b>  <b>FES: N/A</b>  <b>SES: Continue to use standards based grading.</b>  <b>LES: We continue to do competency based grading at Lincoln Elementary.</b>  <b>FSMS: Transitions from Lincoln were scheduled but likely will be rescheduled because of the school closure. Same with 8th grade transitions to the high school.</b>  <b>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.</b></p> <p><b>October Progress Monitoring Notes:</b>  <b>FES: Standards based grading at FES</b>  <b>SES: Standards based grading SES</b>  <b>LES: We continue to do competency based grading at Lincoln Elementary.</b>  <b>FSMS: Plans for transitioning from Lincoln to FSMS and from FSMS to FSHS are being planned and will be adjusted based on how school will be taking place at the time of transition.</b>  <b>FSHS: Transition activities for the incoming 9th graders had to be postponed this year due to the pandemic. A virtual tour was developed for students to “see” the building and lots of communication has gone out to parents and students to prepare them for their start in the building after Fall Break 2020.</b></p>				
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Activity: <b>Back to School Open House</b></p> <p>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.</p>	<p><b><u>Evidence:</u></b> Open House Calendars</p> <p><b><u>Members Responsible:</u></b> District Leadership Principals Assistant Principals Guidance Counselors</p>		\$0

			School Social Workers Teachers Principals Assistant Principals		
	<p><b>March Progress Monitoring Notes:</b> FES: Open House will be scheduled. SES: Open house will be scheduled for the 20-21 school year. LES: Open Houses will be scheduled before school begins for the 2020-2021 school year. FSMS: An open house will likely be scheduled for the week before the start of the 2010-2021 School Year. Our admin team is debating whether or not to go back to a separate 6th Grade Orientation night as well, since the last two years (at least) we have combined Open House and Orientation to the same day. FSHS: Open House for the next school year has yet to be scheduled but will be scheduled in conjunction with the Wildcat Orientation.</p> <p><b>October Progress Monitoring Notes:</b> FES: Orientation took place August 24-28 SES: Open house took place Aug 26-28 both in person and virtually LES: Open House took place the week of August 24-28 to give students, parents, and guardians a chance to come in and learn the Schoology program. FSMS: This year we did a virtual open house where teachers created videos introducing their classes and talking through their syllabus. These videos were uploaded to a website and given to all families. FSHS: We were unable to have the Wildcat Orientation nor the open house. A virtual tour was posted and information about the school year and the school itself was posted within several social media platforms.</p>				