

[2023 CDIP Doc Link](#)

Activities: Teaching and Learning Team, Reading and Writing Instruction, NTL Days, Learning Community Days, Continuous Classroom Improvement, Instructional Walkthroughs, Teacher Resource Support, Professional Learning and Collaboration, Enrichment Opportunities, Renaissance, AP and Dual Credit

Franklin-Simpson Middle School	Franklin-Simpson High School
Amplify ELA curriculum has been implemented to fidelity. Teachers are using more complex text with all students and are assessing students at a higher level through Amplify. All students are responding to text using Chromebooks, writing on a daily basis, and discussing learning with their peers at a higher level. Math is going through the Transformation Cycle with GRACE to help improve task development for improved rigor. Also, engagement has been an emphasis for all math teachers. In addition, we have recently purchased Envision as our new math curriculum to be implemented during the 2023-2024 school year. This curriculum focuses on rigor and engagement and the tasks students are given require more critical thinking and are also more KSA like.	To address or math goal, FSHS implemented MasteryConnect (CASE) testing for Algebra I and Geometry. The question types for current practices, math department and compared to current practices. The second round of testing will be in late March and we will have comparative data for the first time to look at. This will be very helpful when we receive KSA scores in the fall. The rigor of the test alone has been helpful for the math teachers. Our ELA teachers are looking into a new curriculum to start the new year with to address certain gaps they have noticed this year, and to have access to a test bank with rigorous questions and multiple question types to better prepare their students for the next grade and the KSA exam. We have also addressed the needs of our Special Education students by working to decrease the percentage of students with an IEP in our collaborative core classrooms. We are hopeful this will help our novice reduction efforts, as well as increase the overall score of our IEP subgroup.
Amplify ELA curriculum has been fully implemented to fidelity and we are on year 2 of teaching the curriculum. Some adjustments have been made to fit the needs of our students and we have begun to implement more engagement strategies within the curriculum to help bring the curriculum to life. We have also purchased ENVISION (SAVVAS) as our math curriculum, which our math teachers will implement to fidelity this year. This curriculum will focus on more rigorous tasks that align with our current KSA assessment.	When KSA data is made available to teachers, we will take a look at the CASE results from March in math and compare those results to the results of KSA. The rigor and expectations of the test will also be discussed to ensure we are implementing strategies and assessments that are high DOK levels and push students. ELA teachers have received new curriculum for the 23-24 school year and are so far really invested and see a difference in their classroom and expectations for students. This is a positive direction for our ELA teachers. For our SPED students, we will be working with our entirely new SPED team to ensure support and research-based practices to aid those students in being successful in the classroom and on the KSA exams.

SCS CDIP GAP Progress Notes

[2023 CDIP Doc Link](#)

GOALS

To increase the number of GAP students scoring Proficient and Distinguished on the KAS in Reading for elementary students from 21% to 40%, from 14% to 40% for middle school students, and from 29% to 35% for high school students in Simpson County Schools by 2023.

Franklin Elementary

FES has adopted FastBridge as the universal screener and progress monitoring tool in order align data with the other schools in the district. Adopted a common scope and sequence school wide in order to assure all standards and skills are met and allow for deeper collaboration between teachers as well as between administration and staff. Adopted CKLA as a precursor to the full adoption of Amplify ELA in alignment with grades K-3 and as a more culturally responsive curriculum used school wide. Adopted the use of Hegerty school wide for the provision of consistent and repeated instruction, transferring to developing students' decoding and encoding skills. Adopted a master schedule that allows for more time spent in reading and math, less classroom downtime and less hallway transition time used. Adopted a flexible grouping system by which students are grouped in homogenous groups for WIN (What I Need) instruction based on progress monitoring data along with teacher anecdotal data.

At FES, we are at the beginning stages of gathering authentic academic information on our students. The fall benchmark window is the first time most all of our students have taken an assessment, so assessment literacy has been a bit of a learning curve for them in selecting multiple choice answers without guessing. In December, our K students will have had many assessments and we feel December data will be more valid. At that time, we will carefully identify the GAP group performance and compare it to the largest GAP group. Our principal does look at the differentiated groups to ensure that our most diverse students are in the right differentiated groups.

Simpson Elementary

We host ESS on Tuesdays and Thursdays and have about 30-40 students in attendance. By special invite, we have targeted our GAP students. We also have a rigorous intervention schedule and flex reading and math times each day to provide tier 2 and tier 3 instruction. At our hype rallies and monthly grade level meetings, we celebrate students that are making gains, as well as give out monthly "Comeback Kid" certificates which recognize struggling students either academically or behaviorally. We also target GAP students through our flex times for differentiation.

Under the guidance of MTSS, SES re-designed the reading intervention schedule so all students receive Tier 1 (core instruction) **and** Tier 2 (flex) and Tier 3 students receive additional instruction three times a week by interventionists (1 full-time and 3 part-time). SES continues to host monthly grade-level hype rallies to celebrate students that are making gains. Monthly "Comeback Kid" certificates recognize students who have made progress either academically or behaviorally. MTSS/progress monitoring meetings have provided critical information on how to monitor and serve GAP students for academics, SEL, and behavior.

Lincoln Elementary

Our tutoring services on Monday has had as many as 40 kids to attend. The students have received further help in reading or math. These services have been designed to help our GAP students be more successful. STAR and Mastery Connect data is presented to each team as well as the principal meets individually to discuss strengths and weaknesses of his or her area. We have reading and math intervention groups designed for students scoring around 15% in each area

Part of our intervention services involves our related arts teachers who have been conducting reading fluency groups for eighteen students weekly.

As we look at STAR data, teachers will look at the students in the various GAP groups to look at strengths and weaknesses so in planning instruction those needs will receive instruction on specific skills. Intervention groups have been developed with our GAP groups in mind, and students will be receiving Tier 3 math and reading instruction in deficit skills. A new intervention reading program is being used to pinpoint specific skills and each student will work in a group but instruction each targeted to each specific student. Math Whizz will be used for math interventions.

Franklin-Simpson Middle School

A GAP group data sheet has been created and shared with all faculty and staff members so that everyone is aware of the current GAP data and the needs our school has in this area. The data sheet is reviewed during weekly PLCs. STAR and Mastery Connect data is discussed with all teachers and next steps are made after each assessment. GAP students who have grown or reached mastery on the STAR and Mastery Connect test are publicly recognized on the announcements each day. Amplify ELA curriculum has provided teachers with text that are inclusive and culturally responsive. This has helped our students related to what they are learning in their reading and writing classes. Intervention groups have been developed with our GAP group in mind, and intervention rosters reflect what each student needs in order to succeed.

GAP group data is monitored for all assessments (STAR, Mastery Connect, and KSA) A spreadsheet is created each year once these assessments are given in order to track how each of our GAP groups are performing. We will reward students who reach proficiency and show growth. Our new math and reading curriculums (ENVISION and Amplify) have provided teachers with materials that are culturally responsive, and provide students with rigorous curriculum that help them improve their performance on all assessments.

Franklin-Simpson High School

The English department has worked together this year on reading and ways to improve the reading scores from last year. Again, they are looking into a curriculum to assist for next year. The ICU list keeps staff alerted to those not completing work and therefore falling behind in English so they can receive extra attention. We offer after school tutoring every day of the week until 4:30 and students are encouraged to attend for homework help or ICU time.

We have also addressed the needs of our Special Education students by working to decrease the percentage of students with an IEP in our collaborative core classrooms. We are hopeful this will help our novice reduction efforts, as well as increase the overall score of our IEP subgroup.

Over the summer the ELA department met and worked through the new curriculum, as well as, discussed what novels would be used this school year and how they were going to address reading in their classroom.

The HS is in year 3 of utilizing the ICU list and it continues to be a great tool for keeping up with students who are falling behind due to missing work; along with holding the teachers accountable for the quality of work and assignments they are giving to maximize student learning.

SPRING 2023

FALL 2023

SCS CDIP Separate Academic Goal Progress Notes

- Goal 1: Increase the percentage of students scoring Proficient and Distinguished on KPREP in Science for all elementary students from 35% to 74.5% and from 20.8% to 85.2% for all middle school students, and from 22% 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 38% to 64.9% and from 29% to 65.3% for all middle school students, and from 29% to 68% by 2030.
- Goal 3: Increase the percentage of students scoring Proficient and Distinguished on KPREP in Conventions and Writing for all elementary students from 43% to 76% and from 35.3% to 71.9% for all middle school students, and from 48% to 72.3% for all high school students by 2030.

Activities: Writing Instruction, Social Studies Instruction, Instructional Resources, Science Instruction

GOALS

Franklin Elementary

With this year's implementation of CKLA, we now have both science and social studies embedded within our language arts curriculum. Further, an additional 20 minutes each afternoon is designated specifically for a science and social studies extension time, allowing for both deeper study and topic-specific experiments.

During our Math WIN intervention time, a STEM program has been implemented. This is a daily 30-minute enrichment time for on/above level students aimed at building a growth mindset.

Simpson Elementary

This is the first year that we have a dedicated 45-60 min chunk of time dedicated to Science and SS. Teachers are continuing to find ways to connect science and SS to literacy. We have 8 teachers piloting CKLA Amplify, and they are loving the way Science and SS is embedded in the literacy block. They are sharing with their teams what they are doing in PLCs and how the Knowledge sections contribute to their Science and SS standards.

Lincoln Elementary

Each week in content planning, teachers are working on perfecting the constructive and extended responses. Also, the science teachers have been meeting with Mrs. Pais to look at the standards and the results of the Mastery Connect responses to assess next steps. At our last LCD day, teachers had further training in on-demand writing so that it is an expectation that all teachers understand how to teach the criteria expected for KSA. I can honestly say that we are blessed with our many instructional resources for the classroom. We have the resources so we are constantly refining them to make each area stronger with vocabulary, writing, and varied instructional strategies that promote a deeper, rigorous understanding of the content. Amplify reading has strengthened our writing since students are expected to write almost each day in class. It is now time to assess strengths and weaknesses by using Mastery Connect Data to develop next steps.

As part of the adoption of Amplify CKLA, we are taking the time to align the "knowledge" portion with our science and social studies standards. This year the connections to the standards are part of our weekly PLCs as well as documented on our weekly overviews posted outside of each teachers classroom. In year two of the adoption, we will compare the scope and sequence of the science and social studies embedded in CKLA to the K standards. We will work to build in more science and social studies where needed during PD days and PLCs.

During this first year of full Amplify CKLA implementation, teachers are taking time at PLCs to identify and plan Science and Social Studies connections with topics in the ELA curriculum. After Fall Break, Mrs. Mallory Sterling and Mrs. Jill Kelly begin serving PTP/high-achieving students weekly during "top tier" Math and Reading Flex classes. Students complete Amplify Boost two days a week during part of Tier 2/Flex interventions. Boost Reading is a student-led supplemental reading curriculum that reinforces instruction across all instructional tiers with true skill development differentiation. In addition, all students receiving Tier 2 Math and Flex instruction, reading interventionists serve Tier 3 students three times a week as part of an improved MTSS/RTI model.

Franklin-Simpson Middle School

Science teachers have been participating in Deeper Learning Grant through GRREC. This grant centers on providing students with more opportunities to learn at a deeper level through project based learning and engaging discussion. The science standards have been rewritten and are being presented to educators in the spring and summer of 2023. Those new standards will be implemented during the 2023-2024 school year and beyond which will require extensive standards alignment conversations in PLCs as well as other professional learning days. Social Studies teachers have been working in PLCs to improve engagement. Strategies have been shared centered on discussion and critical thinking. Amplify text have often been nonfiction and centered on some of the same topics discussed in social studies for cross curricular conversations. Social studies teachers have met frequently as a department to vertically align their instruction.

Science teachers are continuing the work they started last year with GRREC through the deeper learning grant. All science teachers have started teaching the new science standards. This year we have several science teachers piloting the OpenSciEd science curriculum. This new curriculum focuses on hands on learning while providing rigorous task for students to explore in each standard stand. Social Studies teachers having been working with Jana Kirchner on how to implement effective questioning as well as how to develop lessons centered on standards and primary resources. This work will continue all year and will be monitored through walkthroughs. Amplify is also providing text that are centered around science and social studies concepts. This will help our students in learning how to read nonfiction text.

Franklin-Simpson High School

All teachers have common planning with their PLC partner where they take the time to plan lessons together, develop assessments and compare data. During these PLC meetings, content partners are constantly looking for ways to improve instruction. Many are looking into curriculum and other avenues to increase scores. Departments meet once a month and have similar conversations on what is needed to be next grade ready which leads to the KSA exam their Junior year.

We have also addressed the needs of our Special Education students by working to decrease the percentage of students with an IEP in our collaborative core classrooms. We are hopeful this will help our novice reduction efforts as well as increase the overall score of our IEP subgroup.

Dr. Wood is working with members of GRREC to set up dates for Science and Social Studies to work with someone on classroom strategies, KSA assessment expectations, and inquiry based learning. Again, the ELA department has the new curriculum that also includes a lot more writing and utilizing the writing process to improve students writing skills. Teachers also have common planning with their content partner and PLCs are monitored to ensure teachers are spending time planning, developing assessments, and analyzing data to improve student learning.

SPRING 2023

FALL 2023

SCS CDIP Graduation Rate Goal Progress Notes

Increase the freshman graduation rate (4 Year Cohort) index score for students from 96 to 98 by 2030 and increase the graduation rate (5-year cohort) index score from 98.8 to 99 by 2030.

Activities: Academic Support, Persistence to Graduation Tool, School Visits, Alternative Participation

Franklin-Simpson High School

The counselors check transcripts regularly and meet with students who are not progressing through their classes at a rate to meet graduation requirements. Students who are falling behind are first placed on the ICU and given the option for after school tutoring to better their chances of passing their classes. Those students still falling behind are put into Edgenuity courses to make up the credits they are lacking. Students who are on the verge of missing graduation are met with and other options such as West Campus are discussed.

The counselors have rolled over the CCR/Graduation readiness spreadsheet for the 23-24 school year. The Senior Counselor will monitor the list throughout the year to ensure Seniors are staying on track to graduate. Students who are on the edge of not graduating will be counseled on their options; some students may have to graduate with West Campus in order to finish within 4 years, others may have to begin Edgenuity classes or spend time in after school tutoring to keep their grades up to pass courses. Seniors may also be placed in AT classes that will help them prepare for the ACT or complete certifications in order to be considered college or career ready. Counselors and admin have worked with the new WC assistant principal to ensure students graduating from WC have completed all requirements and have met CCR expectations.

SCS CDIP Transition Readiness Goal Progress Notes

Increase the percentage of students who are transition-ready at Franklin Simpson High School from 71 to 90 by 2030.

Activities: Next Grade Readiness, Career Readiness Pathways, Curriculum, Transition Readiness Activities

GOALS

Franklin Elementary	Simpson Elementary	Lincoln Elementary	Franklin-Simpson Middle School	Franklin-Simpson High School
N/A	N/A	N/A	N/A	The counselors create a spreadsheet for each graduating class as they enter high school. This spreadsheet tracks their college and career readiness scores and qualifications. Each student not meeting the expectations for one or the other are placed in certain Academic Time classes for extra assistance in meeting those goals. This year, the counselors have taken on the task of working more closely with WC and students are being tracked before being allowed to enter WC or the VNA program.
N/A				The counselors have rolled over the CCR/Graduation readiness spreadsheet for the 23-24 school year. The Senior Counselor will monitor the list throughout the year to ensure Seniors are staying on track to graduate CCR. Seniors may be placed in AT classes that will help them prepare for the ACT or complete certifications in order to be considered college or career ready. Counselors and admin have worked with the new WC assistant principal to ensure students graduating from WC have completed all requirements and have met CCR expectations.

SPRING 2023

FALL 2023

SCS CDIP School Climate and Culture Goal Progress Notes

Activities: Next Grade Readiness, Career Readiness Pathways, Curriculum, Transition Readiness Activities

GOALS

Improve student relationships with each other by students not being hurtful or mean to each other by 40% by 2030 on the Quality of School Climate and Safety Survey as measured by the Kentucky Summative Assessment.

Franklin Elementary

This year, we have implemented Second Steps SEL curriculum with daily lessons taught in all kindergarten classrooms. These lessons are reinforced by our school counselor during weekly schoolwide Friday Rallies. Friday Rallies feature a student of the week from each classroom, each of which is able to put their handprint on our Wall of Fame in order to foster ownership and school pride. Also, Friday Rallies allow community members and organizations the opportunity to partner with us in building student relationships and positive character. Some guests have included FSHS sports teams, the Boy Scouts, military veterans, and local authors.

We have hosted a number of activities this year in an effort to build a positive culture, including Popsicles with the Principal, Grandparents' Day, holiday meals with families, Random Act of Kindness Day initiative and Kindness tree, a glow party, staff appreciation luncheon, numerous food truck days, and monthly staff potlucks.

We have many activities and interventions in place to build a strong climate and safety culture. We have hype rallies and daily student recognition procedures to ensure all students feel important. Teachers use class dojos to help reward and set expectations of rules and behaviors. Also with dojos, parents and guardians get immediate feedback on their students' behavior progress as well as the ability to communicate back to the teacher any questions or concerns they might have. Teachers use daily SEL lessons to address tier 1 instruction. We use Sabers teacher ratings to identify students who are some risk and at risk in the areas of emotional, academic, and/or social. Teachers, special ed teachers, paras, and admin work together to provide tier 2 and tier 3 interventions for those identified students. This includes visual schedules, social stories, small groups, check and connect and many other ways to build rapport throughout the school. We also host many family fun nights to bring in students' parents and grandparents as we believe the more positive interactions with families the more important school becomes.

Simpson Elementary

This year, we have went bigger and broader with our hype rallies and monthly student recognition ceremonies. We are recognizing improved behaviors, as well as academics, and we work hard to find something to celebrate each student during the rallies such as birthdays or even if they made someone else smile today, they stand up and get cheered for. Our Renaissance team has taken these type of culture building activities learned at the conference to a higher level. We are also celebrating our faculty and staff with teacher of the day, para of the day recognitions as well.

Lincoln Elementary

We are now preparing for our transition meetings for a special education students. We will also have tours for Simpson Elementary for incoming fourth graders and our fifth graders will visit the Middle School. We have sent a Climate and Culture Survey out to our parents, staff, and students. We also had students three weeks ago to list three adults in the building in which they could talk or seek for help. Our Renaissance Team spends a great deal on developing positive student morale sponsored activities such as hype rallies, student nights, and club activities. We also have service committees and a staffulty committee to involve a large number of students and staff. Our Social Worker and guidance counselor meets with various individual student to provide strategies.

The Renaissance team, FRC, and school leaders organize schoolwide mega rallies, monthly grade level hype rallies, student recognitions (leader of the month, comeback kid), birthday books, and certificates for attendance, special area achievement, and Accelerated Reader. Fourth grade students who scored proficient on the 3rd grade KSA, and invited back to SES to paint their handprint on the wall of fame. Classroom teachers implement a behavior system using clip-ups or DOJOS that inform families and allow students to be recognized for exceptional behavior. The school counselor, FRC coordinator, and social worker facilitate small groups for students (centered on SEL) according on their SAEBS data and referrals. Transition meetings/experience with FES, LES, and EDGE help prepare students for the next phase of their academic journey.

Franklin-Simpson Middle School

School counselors have completed conflict resolution classroom guidance lessons with our 6th grade students. Are school social worker has worked with individual students to provide strategies on getting along with their peers. Our Renaissance team provides opportunities for our students to work together during rallies through collaborative games and activities. A Student Climate and Culture Survey has been sent out to all students to collect data on the current state of the climate and culture at FSMS.

Franklin-Simpson High School

Mrs. Johnson works with several students on conflict resolution and counsels several students a day. Once a month, Student Council plans and executes a PLC competition between classes and Mr. Wix recognizes students for multiple accomplishments from sport to academics to attendance and behavior. ICU blitz's occur once a trimester to give students on the ICU list time to work on their missing assignments. The rest of these students spend time together participating in games, watching a movie, and rewarding students for no missing work, good behavior, and perfect attendance.

School counselors and Mrs. Baker work with each grade and implement classroom guidance each month. Our Renaissance team provides opportunity for our students to work together during rallies through collaborative games and activities. In the spring we will send out a climate and culture survey that assesses how we are doing in terms of climate and culture.

To continue improving the school climate and culture, student council has worked to improve the Wednesday PLC rallies once a month. The PLCs also give time for admin to recognize students who are doing great in the classroom, having perfect attendance, accomplishments in extra curricular activities, good behavior, etc. Academically, students are reward with an ICU blitz at least once a month with a treat during lunch for not being on the ICU list. Once a trimester, a larger ICU blitz rewards students who are not on the list for all their hard work and even those who have never been on the list receive special recognition. School counselors, Mrs. Johnson, and Mrs. Phillips work to recognize students throughout the year, work with students who are in need, and also plan ways to celebrate teachers for their work.

SPRING 2023

FALL 2023